

LONG HILL TOWNSHIP PUBLIC SCHOOLS

FAMILY AND CONSUMER SCIENCE CURRICULUM GUIDE

SIXTH GRADE

Adopted:

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FAMILY AND CONSUMER SCIENCE CURRICULUM GUIDE

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- FAMILY AND CONSUMER SCIENCES CURRICULUM

PURPOSE:

The discipline of Family and Consumer Sciences has as its central focus to prepare individuals to become contributing members of a family structure, the community, and society in general. Basic life skills related to affective, cognitive, and psychomotor development are emphasized. In each subject area, namely: food science and nutrition, consumer education, and project construction, life management skills are applied to realistic situations.

By including a variety of consumer and home management concepts, students will develop a heightened awareness of the individual's and family's role as manager of resources. Societal and economic changes affect adolescents and their relationship with others within the family. Changes in family structure in our society, such as increased number of single-parent and dual-income households, place more responsibility on today's adolescents. The middle school program is designed to provide an introduction to basic life skills, safety issues, and possible career interests, which can be further pursued at the high school level.

FORMAT

The curriculum will challenge students to actively utilize concepts presented using a variety of resources and technology. Cooperative learning strategies will be implemented including multi-sensory experiences. Connections to everyday life through problem solving will be emphasized. Hands-on activities, including use of computers, microwave and conventional ovens, and sewing machines will be employed.

GOALS

Curriculum goals align with the National Standards for Family and Consumer Sciences Education (FCS),
New Jersey Core Curriculum Content Standards (CCCS)

ACTIVITIES	EVALUATION
Name parts and demonstrate the use of the sewing machine.	Label sewing machine parts on hand-out.
Identify and practice safety guidelines for sewing lab.	List hazards in sewing lab and safety rules. Identify hazards in hand-out. Demonstrate safety rules in sewing lab.
Demonstrate straight stitch, curves and pivoting. Stress control of machine at slow speed for accuracy.	Complete student stitching charts.
Demonstrate threading of machine and bobbin.	Thread a machine and bobbin.
Review pattern instruction sheet. Demonstrate and guide students in step-by-step construction.	Check off each step as completed on instruction sheet.
Evaluate completed project.	Complete self-evaluation sheet.

STANDARDS

FCS: 16.0, 16.4, 16.4.1, 16.4.5

CCCS: 1.4, 3.1, 3.2, 3.3, 3.4, 8.1, 8.2, 9.1, 9.2

CONSTRUCTION TECHNIQUES

Duty: Developing Construction Skills

Task: Construct a Machine-Sewn Item Using a Commercial Pattern

Performance objective:

Condition: Pattern
Sewing tools and equipment
Fabric

Task: Construct a machine sewn item using a commercial pattern

Standard: Completed item should be neat, strong, aesthetically pleasing, and be able to be used for the purpose for which it was designed.

Performance steps:

- Select an item.
- Choose sewing tools and equipment.
- Identify applicable information on pattern.
- Cut fabric.
- Read and follow construction steps on direction sheet.
- Apply machine sewing techniques.
- Construct item.

Enabling objectives:

- Identify sewing tools and equipment.
- Demonstrate safe use of tools and equipment.
- Demonstrate machine sewing techniques.
- Understand additional sewing skills necessary to complete the item

ACTIVITIES	EVALUATION
Discuss current news events involving food poisoning.	Discussion
Discuss bacteria, favorable conditions for growth, temperature's affect on bacteria, bacteria present in uncooked foods, and cross-contamination.	Identify favorable conditions for bacterial growth.
Read and follow recipe.	Follow a recipe and demonstrate food safety practices.

STANDARDS:

FCS: 8.2, 8.2.1, 8.2.6, 8.2.7, 8.3.3, 9.2.1, 9.2.5, 14.4.1

CCCS: 2.1, 2.2, 2.3, 6.1, 6.5, 9.1, 9.2

Duty: Investigating the Chemical and Bacterial Reactions in Foods

Task: Prevent Food Contamination

Performance objectives:

Condition: A situation where student is responsible for preparing and serving food.

Task: Prevent Food Contamination

Standard: Prepare and serve food in a manner which follows all procedures required to discourage contamination by and growth of food borne microorganisms which cause illness.

Performance steps:

- Identify food preparation and serving task.
- Consider potential sources of microbe contamination and growth.
- Assemble ingredients and equipment.
- Carry out procedures adhering to sanitary procedures.

Enabling objectives:

- Discuss situations where food poisoning has occurred.
- Identify practices that are potential sources of bacterial contamination and/or growth.

ACTIVITIES	EVALUATION
Discussion of leavening agent; compare natural vs. chemical.	Define leavening agent.
Demonstration of chemical reaction and change of physical state occurring in leavening agent reaction. (liquid + solid = gas).	Name physical state of ingredients.
Demonstration of proper technique for quick reaction recipes (quick breads) and for activation and development of yeast.	Activate yeast. Knead dough. Demonstrate cold method of yeast dough leavening.
Read and follow recipe.	Demonstrate measuring technique; safe use of equipment. Follow recipe. Evaluate product.

STANDARDS:

FCS: 9.1.1, 9.1.3

CCCS: 3.1, 3.4, 5.1, 5.2, 5.8, 9.1, 9.2

Duty: Investigating Chemical and Bacterial Reactions in Foods

Task: Prepare a Leavened Product

Performance objective:

Condition: A situation where student is responsible for preparation of a leavened Product.

Task: Prepare a Leavened Product

Standard: Prepared in a manner appropriate for specific leavening agent resulting in a product of appropriate height and texture.

Performance objective:

- Choose equipment and ingredients.
- Prepare product using appropriate method for leavening in recipe.
- Observe product's physical changes at each stage.
- Identify causes of any problems and suggest changes.

Enabling objectives:

- Identify the leavening agent from recipe's ingredient list.
- Define leavening agent, chemical leavening agent and natural leavening agent.
- Describe how a leavening agent works.
- Describe what happens when a product is not leavened correctly.

ACTIVITIES	EVALUATION
The students brainstorm common accidents occurring in the home.	List most common accidents.
In small groups, students discuss and report to class causes, prevention and first aid for a specific common accident.	List cause and prevention of a common injury.
Teacher and student discussion of safe use of food lab equipment and appliances, and lab rules in food lab.	Complete hand-out lab rules and safety guidelines. Follow safety rules.
Teacher demonstration of measuring techniques.	Demonstrate dry and wet measuring technique.
Students read a recipe: interpret abbreviations, contrast and compare ingredient list to recipe directions, preheating and time/temperature requirements, and determine doneness.	Read and follow a recipe.

STANDARDS:

FCS: 8.2

CCCS: 2.1, 2.2, 2.3, 3.4, 5.1, 5.2, 9.1, 9.2

Duty: Preparing a Healthy Snack

Task: Prepare a Healthy Snack

Performance objective:

Condition: The student following the guidelines established by the teacher, prepares a nutritious snack.

Task: Prepare a Healthy Snack

Standard: A snack has been prepared which includes sound nutritional value following specific recipe directions, using proper equipment and supplies, and following rules for safety and sanitation.

Performance steps:

- Read recipe.
- Gather equipment and supplies.
- Review food preparation rules for safety and sanitation.
- Review related principles of microwave cooking and safety.
- Use proper equipment and supplies, follow recipe directions, and use correct preparation techniques.

Enabling objectives:

- Identify characteristics of a nutritious snack.
- Identify proper measuring and cooking equipment and supplies.
- Understand how to measure ingredients properly using the correct method and equipment.
- Understand the basic principles of microwave cooking.
- Identify the rules of kitchen/home safety and sanitation.
- Recognize the areas in which safety and sanitation problems occur.
- Know how to prepare food in a safe and sanitary manner.

ACTIVITIES	EVALUATION
Teacher and students discuss six essential nutrients, foods in which they are found, and role of each nutrient in body.	List six essential nutrients.
Student uses dietary analysis software to compare diet to USRDA's.	Food Diary of food intake. Individual diet analysis.

STANDARDS:

FCS: 9.3.2, 9.3.6, 14.2.1, 14.2.4

CCCS: 2.1, 2.2, 3.1, 3.4, 3.5, 5.1, 5.2, 9.1, 9.2

FOODS

Duty: Selecting Healthy Foods

Task: Analyze Foods Based on Nutrient Content

Performance objective:

Condition: - A day where student freely selects the foods he/she consumes.

- Computer, dietary analysis software.

Task: Analyze foods for meeting basic nutritional needs.

Standard: The major nutrients found in food must be identified.

Performance steps:

- Identify major nutrients.

- Identify foods which are sources of each nutrient.

- Compare food intake to USRDA's using computer dietary analysis.

Enabling objectives:

- Become familiar with six essential nutrients.

- Compare food intake to USRDA's using computer analysis.

Activities	Evaluation
The students analyze advertisement techniques used by advertisers to affect consumer choices.	List four advertising techniques.
The students will create a food product based analysis chart for a specific food with teacher guidance.	Create a chart.
The students will participate in a blind taste test by comparing different brand-names of one food product.	Compare brands and complete chart.
The students will compare and analyze products for taste, appearance, nutrition content, cost, time to prepare, and additives, and determine best consumer choice.	Read product ingredient list and nutrition label.
Students will compare generic vs. name brand product results, and discuss role of advertising in consumer choices.	Discussion
Students will design and carry out a blind test taste of a food product and present results to class.	Poster illustrating products, charts and results.

STANDARDS

FCS: 3.5.2, 3.5.4, 3.5.5, 3.5.6., 3.5.7

CCCS: 3.1, 3.3, 3.4, 3.5, 5.1, 6.1, 6.5, 9.1, 9.2

CONSUMERISM

DUTY: Making Consumer Decisions

TASK: Determine the Influence of Advertising

Performance objective:

Condition: A need or desire is present for purchasing an item. Resources are available. Advertisements for items are seen or heard.

Task: Determine the influence of advertising.

Standard: Advertising will be evaluated before consumer decisions are made.

Performance steps:

- Determine types of advertisements.
- Specify ways advertising affects consumer purchases.
- Create a chart specific to a food product for comparison.
- Determine pros and cons of choosing one brand-name product over another.
- Conduct a blind taste test and report results.

Enabling objectives:

- Have knowledge of advertising techniques which may influence consumer decisions.
- Describe how one is influenced by consumer advertising.
- Identify comparison shopping techniques.