



Family and Consumer Sciences (FCS)

Grade Level: 6th and 7th

Unit: Character Education

Course/Subject: Family and Consumer Sciences

Grade: 6th and 7th

Suggested Timeline: 1.5 – 2 weeks

Grade Level Summary

Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.

This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.

Emphasis is placed on the following four major areas of study: character education, service learning, healthy and safe food preparation, and apparel construction and maintenance.

Grade Level Units

Unit 1: Character Education
 Unit 2: Apparel Maintenance
 Unit 3: Apparel Construction
 Unit 4: Basic Food Preparation and Sanitation

Unit Title

Character Education

Unit Summary

The character education unit first focuses on the student as an individual. Students will identify what makes them unique, how they can raise their self-esteem, and how best to receive and give constructive criticism. Then students will discuss their role in various groups such as this class, their families, and society. We will focus on how they can best contribute and be a part of these groups. Through classroom activities they will learn problem solving strategies, interpersonal and time management skills. Students will further develop and demonstrate these skills throughout in this course.

Unit Essential Questions:

1. What is Family and Consumer Sciences?
2. What makes you unique?
3. What is self-esteem?
4. What are the various forms of communication?
5. How can we effectively communicate?
6. What is conflict resolution?

Key Understandings:

1. Family and Consumer Sciences is a course for everyone. No matter one's background or future plans Family and Consumer Sciences is designed to help individuals throughout their lifespan.
2. Everyone plays a unique and valuable role in society.
3. One can improve their relationships with others through effective communication and conflict resolution.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.2.3.H.	Identify how to resolve conflict using interpersonal communications skills.
11.2.6.C	Classify the components of effective teamwork and leadership.
11.2.3.C	Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower.
11.2.12.H.	Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Important Standards Addressed in the Unit:

11.1.3.G.	Identify the services that communities provide for individuals and families.
11.2.12.A.	Justify solutions developed by using a practical reasoning approach
11.2.6.H.	Describe positive and negative interactions within patterns of interpersonal communications.
11.2.3.E.	Analyze the effectiveness of technology used for school and home in accomplishing the work of the family

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Being different is bad and should be avoided • Everyone communicates the same way. • People are born as effective communicators. 	<ul style="list-style-type: none"> • By having a unique set of skills and/or viewpoint it may be beneficial to a group and/or society. • People communicate in a variety of ways. • Effective communication is a skill that can be learned and needs to be practiced.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Family and Consumer Sciences disciplines • Verbal communication vs. nonverbal communication • Conflict resolution styles 	Students will be able to <ul style="list-style-type: none"> • Demonstrate how to effectively communicate both verbally and non-verbally • Explain how to resolve conflict using a win-win solution 	<ul style="list-style-type: none"> • Communication: Students will practice effective verbal and nonverbal communication to send a message. • Collaborate: Students will work together to come up with a resolution to a conflict.

Academic Vocabulary:

<ul style="list-style-type: none"> • Self-image • Deconstructive criticism • Compromise • Active listening 	<ul style="list-style-type: none"> • Self-esteem • Body language • Facial expressions • Paraphrasing 	<ul style="list-style-type: none"> • Constructive criticism • Negotiation • Tone of voice • Summarizing
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Evidence: Assessments and Performance Task(s)

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- Students will complete a project that celebrates what makes them unique.
 - Students will participate in activities where they must practice their verbal communication skills.
 - Students will identify nonverbal cues given when communicating
 - Students will identify and evaluate various ways to resolve a hypothetical conflict using interpersonal communication skills
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Interdisciplinary Connections:

- All disciplines: Using written and verbal communication to effectively convey thoughts, feelings, and ideas.
- Self-concept is a central theme in 7th grade reading.
- English CC.1.4.6.H Introduce and state an opinion on a topic. ● Use clear topic sentence
- EnglishCC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly

Additional Resources:

- UEN.org
- FCCLAinc.org
- AAFCS.org

Created By:

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Family and Consumer Sciences (FCS)

Grade Level: 6th and 7th

Unit: Apparel Maintenance

Course/Subject: Family and Consumer Sciences

Grade: 6th and 7th

Suggested Timeline: 1 – 1.5 weeks

Grade Level Summary	<p>Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.</p> <p>This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.</p> <p>Emphasis is placed on the following four major areas of study: character education, service learning, healthy and safe food preparation, and apparel construction and maintenance.</p>
Grade Level Units	<p>Unit 1: Character Education</p> <p>Unit 2: Wardrobe Maintenance</p> <p>Unit 3: Apparel Construction</p> <p>Unit 4: Basic Food Preparation and Sanitation</p>

Unit Title	Wardrobe Maintenance
Unit Summary	<p>Through this unit of study students will learn how to maintain textile goods. In small groups and/or in other classroom activities students will work together to learn, observe, explain, and demonstrate safety and procedures while laundering, pressing, and operating equipment. Students will employ mentoring and leadership skills as/when appropriate. Students will use appropriate technology and/or assigned materials to learn and discuss factors influencing the apparel industry including environmental and technological advancements. Students will also analyze factors that impact consumer purchasing of fashion and apparel including social, cultural, and life cycle influences.</p>

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do you sort laundry? 2. How do you operate a washer and dryer? 3. How can a consumer evaluate and determine which laundry products to use? 4. How can you store clothing to maintain high quality? 5. How do you safely use an iron? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Clothing is a reusable resource. By taking proper care of one's clothing it will increase the clothing's longevity. 2. Laundry products have unique functions and care vary from one brand to another. 3. Irons and laundry products can be dangerous products and therefore should be handled with care.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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11.2.12.E	Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.
11.2.3.F	Explain daily activities that fulfill family functions in meeting responsibilities
11.1.6. D.	Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities.

Important Standards Addressed in the Unit:

11.1.6. F.	Explain practices to maintain and/or repair consumer goods and services.
11.1.3.B.	Identify the importance of routines and schedules while differentiating between short- and long-term goals.
11.2.9.C.	Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Laundry is a chore that is time consuming. Sorting is a waste of time. There is only one type and/or brand of laundry products. 	<ul style="list-style-type: none"> Laundry can be organized and broken down into small, workable steps that will help you manage your time. Sorting helps to prevent damage and increases the longevity of your textiles. There are a variety of laundry products and brands on the market. As a consumer you will need to learn to compare, contrast, and evaluate these products to determine which ones you will use.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> What different laundry products are called, their function, and how to safely use them. What the different dials and buttons on a washer and dryer do. 	<ul style="list-style-type: none"> How to safely and efficiently use an iron. How to operate a washer and dryer. How to take care of clothing and store it properly. How to sort laundry based on fabric weight, color, and type. 	<ul style="list-style-type: none"> Creativity and collaboration students will work in small groups to create their own presentations to teach their peers. Communication students will need to communicate effectively both in written form and verbally with their classmates while completing various classroom activities.

Academic Vocabulary:

<ul style="list-style-type: none"> Detergent Iron Dryer 	<ul style="list-style-type: none"> Fabric softener/dryer sheets Ironing board Natural fibers 	<ul style="list-style-type: none"> Stain removers Washing machine Man-made fibers
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Students will complete a load of laundry at home or an equivalent if not able to complete at home. Students will demonstrate the steps and procedures for caring for clothing including by not limited to sorting, washing, drying, folding, and ironing. Students will compare and contrast various laundry products and brands.

Interdisciplinary Connections:

English:

- CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence.
- CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
- 6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice.

Additional Resources:

- Uen.org
- Various YouTube video clips
- Teacher generated videos
- Ftc.gov

Created By:

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Family and Consumer Sciences (FCS)

Grade Level: 6th and 7th

Unit: Apparel Construction

Course/Subject: Family and Consumer Sciences

Grade: 6th and 7th

Suggested Timeline: 3.5 weeks

Grade Level Summary	<p>Family and Consumer Sciences (FCS) is an academic discipline that combines aspects of social and natural science. FCS deals with the relationship between individuals, families, communities, and the environment in which they live. The field represents many disciplines including consumer science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, and apparel design. Family and Consumer Sciences Education is viewed as the focus of individuals and families living in society throughout the lifespan.</p> <p>This is an introductory FCS course to help students develop skills for life. This course features a hands-on approach to learning life skills in an engaging and lively manner which includes classroom instruction and laboratory experience.</p> <p>Emphasis is placed on the following four major areas of study: character education, service learning, healthy and safe food preparation, and apparel construction and maintenance.</p>
Grade Level Units	<p>Unit 1: Character Education</p> <p>Unit 2: Apparel Maintenance</p> <p>Unit 3: Apparel Construction</p> <p>Unit 4: Basic Food Preparation and Sanitation</p>

Unit Title	Apparel Construction
Unit Summary	<p>First students will learn safety and how to properly use sewing equipment and machines. Then students will learn sewing skills that will be useful to maintain apparel and other textile products. Additionally, sewing will help students make wise financial decisions and cost-effective ways to reduce, reuse, and recycle. Students will also learn perseverance, patience, and determination by making a product using the skills taught in class.</p>

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. What must you do to remain safe while sewing? 2. What are the basic parts of a sewing machine and what do they do? 3. How do you hand sew? 4. How do you sew using a sewing machine? 5. How do you read and use a ruler to mark fabric? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Proper position for sewing at a sewing machine. 2. Proper technique for hand sewing. 3. How to determine when to use which stitch based on desired outcome. 4. How to read a foot ruler and measure/mark using that ruler. 5. How to save money by fixing one's clothing or other textile products.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.1.9.A	Analyze current conservation practices and their effect on future renewable and non-renewable resources.

11.2.6.B.	Deduce the importance of time management skills
11.2.3.F.	Describe criteria needed to identify quality in consumer goods and services

Important Standards Addressed in the Unit:

11.1.6.A.	Justify the decision to use or not use resources based on scarcity.
11.1.12.F	Compare and contrast the selection of goods and services by applying effective consumer strategies.
11.2.9.A.	Solve dilemmas using a practical reasoning approach.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Sewing is outdated and old fashioned. Sewing is frustrating and impossible. You need to pull or push fabric through a sewing machine. Where you trace a pattern on fabric has little impact on the final product. 	<ul style="list-style-type: none"> Sewing has had major advancements in technology and thus can save consumers a large amount of time. With perseverance and patience, you can overcome many challenges including sewing. A sewing machine will pull the fabric for you. You are to simply guide the fabric. There are weft and warp threads within a piece of woven fabric. If you do not cut out your pattern on grain your final product can be distorted upon completion or after laundering.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Understand spatial design concepts. Determine how to turn a two-dimensional drawing into a three-dimensional object. How to read a foot ruler. Learn about how the fashion industry produces textiles and its impact on the environment. 	<ul style="list-style-type: none"> Attach a four-hole button by hand. Demonstrate proper hand sewing technique for three stitches Safely operate a sewing machine Repair small holes and repairs ripped seams in a garment. Use a foot ruler to make accurate measurements/markings. 	<ul style="list-style-type: none"> Creativity students will demonstrate their creativity when producing a hand sewing project. Critical Thinking students will need to analyze several issues before making a judgement based on facts.

Academic Vocabulary:

<ul style="list-style-type: none"> Eye of the needle Take-up level Right and wrong side of fabric Running stitch Fabric Scissors Seam guidelines Feed dogs Throat plate Spool 	<ul style="list-style-type: none"> Thread (Spools and Bobbins) Hand wheel Seam Symmetrical Asymmetrical Backstitch Pattern Needle Bobbin 	<ul style="list-style-type: none"> Presser foot Foot pedal Seam ripper Selvage edge Seam width Overcast stitch Reverse lever Eye of the needle Thread
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Evidence: Assessments and Performance Task(s)

- Students will demonstrate proper hand sewing techniques completing a sample paper.

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- Students will demonstrate proper operating a sewing machine by completing sample papers.
 - Students will evaluate their final sewing project.
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Interdisciplinary Connections:**Math**

- measuring, ruler
- CC.2.3.6.A.1 Apply appropriate tools to solve real world and mathematical problems involving area, surface area, and volume.

English:

- CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

Social Studies

- 6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services
- 6.5.6.A Describe how the availability of goods and services is made possible by the work of members of the society.

Science

- 3.4.8.B3. Explain how throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (8th grade)
- 3.4.7.B3. Describe how invention and innovation lead to changes in society and the creation of new needs and wants. (8th grade)
- 4.5.7.C. 4.5.8.C. Explain how human actions affect the health of the environment. Identify residential and industrial sources of pollution and their effects on environmental health. Describe how humans can reduce pollution. (8th grade)

Additional Resources:

- Teacher generated videos
- Current event articles on the fashion industry
- Sewing machines, manuals, and other sewing materials provided by the district

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Family and Consumer Sciences (FCS)

Grade Level: 6th and 7th

Unit: Basic Food Preparation and Sanitation

Course/Subject: Family and Consumer Sciences

Grade: 6th and 7th

Suggested Timeline: 2 weeks

Grade Level Summary

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Grade Level Units

Unit 1: Character Education
Unit 2: Apparel Maintenance
Unit 3: Apparel Construction
Unit 4: Basic Food Preparation and Sanitation

Unit Title

Basic Food Preparation and Sanitation

Unit Summary

This unit covers the fundamentals and principles of the art of cooking and the science of baking. Students will learn the basics of kitchen safety and sanitation, kitchen equipment and utensils, how to read and interpret manageable recipes, proper measuring techniques for various ingredients, prepare simple meals, and properly set a table. The focus of this unit will be kitchen safety and sanitation so that students will build confidence in the kitchen and build upon these skills in future Family and Consumer Sciences courses.

Unit Essential Questions:

1. How does one stay safe in the kitchen?
2. How do you properly set the table?
3. What are the parts of a recipe?
4. How do you read and interpret a recipe?
5. What are some common abbreviations used in recipes?
6. How do you properly measure wet and dry ingredients?
7. What procedures must be in place to reduce the risk of cross-contamination?

Key Understandings:

1. Safety in the kitchen should be the priority. Many accidents can be prevented by careful planning.
2. A recipe should be read several times to gain an understanding of the text.
3. The relationship between teaspoons and tablespoons (3t = 1 T), tablespoons to a cup (4 Tbsp = 1/4 cup), and how to simply/reduce a fraction by finding the greatest common factor (2/4=1/2).

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
11.3.6.B.	Describe safe food handling techniques
11.3.3.B.	Describe personal hygiene techniques in food handling
11.3.6.F	Analyze basic food preparation techniques and food-handling procedures.
11.3.3.F.	Identify components of a basic recipe

Important Standards Addressed in the Unit:

11.2.12.C.	Analyze teamwork and leadership skills and their application in various family and work situations.
11.3.6.A.	Demonstrate knowledge of techniques used to evaluate food in various forms
11.3.6.G.	Describe the physical, biological, and chemical changes that take place in food preparation.
11.3.3.G.	Classify foods according to senses

Misconceptions:

- Measuring is not important.
- You do not need to read recipe before starting to cook.

Proper Conceptions:

- Measuring plays a crucial role to ensure that you have a satisfactory and consistent product.
- You should read a recipe several times before starting to ensure you understand the directions, have the necessary ingredients, and the proper equipment.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The physical characteristics of a liquid measuring cup, dry measuring cups, and measuring spoons. • Able to determine when to use which measuring device based on the ingredient. • Interpret a recipe and label the three main sections. • Understand and demonstrate Clean and Combat Cross-contamination from the FDA's 4Cs. 	<ul style="list-style-type: none"> • Use proper measuring technique for wet and dry ingredients. • Properly use the various measuring equipment. • Proper hand washing technique. • Prepare food while adhering to Clean and Combat Cross-contamination (separate). • How to safely operate an oven, stove-top, and griddle. • How to properly hand wash and dry dishes to reduce the risk of food borne illness. • Demonstrate how to properly set a table. 	<ul style="list-style-type: none"> • Creativity: Students will plan a table setting based on a specific event. • Collaboration and communication: Students will work in small groups to make their recipes.

Academic Vocabulary:

<ul style="list-style-type: none"> • Liquid measuring cups • Teaspoons • Solid • Steam • Oven 	<ul style="list-style-type: none"> • Dry measuring cups • Wet ingredients • Gas • Boil • Stovetop 	<ul style="list-style-type: none"> • Tablespoons • Dry ingredients • Liquid • Melt • Saucepan
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<ul style="list-style-type: none"> • Frying pan • Tongs • Conductor of heat • Coil burners • Evaporate • Custard dish • Stir • Physical change 	<ul style="list-style-type: none"> • Griddle • Oven mitts • Melt • Glass top • Simmer • Cookie sheet • Mix • Chemical change 	<ul style="list-style-type: none"> • Turner • Oven rack • Freeze • Oven rack • Wire cooling wrack • Pre-heat • Al dente
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Evidence: Assessments and Performance Task(s)

- Students will apply their understanding of kitchen safety and sanitation by completing a scavenger hunt and demonstrate their understanding by completing culinary labs.
 - Students will practice reading recipes, planning, and interpreting recipes by completing a recipe planning activity prior to completing their culinary labs.
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Interdisciplinary Connections:

Science

- Conduction vs Convection heat transfer
- Viruses are a unit of study in 7th grade Science. Specifically, how viruses reproduce within a living cell's organelles and how they are different than bacteria
- 3.2.6.A1. Distinguish the differences in properties of solids, liquids, and gases. Differentiate between volume and mass.(8th grade)
- 3.2.7.A3. Explain how energy transfer can affect the chemical and physical properties of matter (8th grade)

Math

- M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

English:

- CC.1.4.7.Q Write with an awareness of the stylistic aspects of composition. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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Additional Resources:

- FCCLAinc.org
 - Culinary lab videos
 - Teacher generated videos
 - Fda.gov
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