

## **Hamburg Area School District**

**Name of Course: Personal and Family Living**

**Department: Family and Consumer Science**

**Grade Level: 6**

**Instructional Time: 1 Marking Period**

**Length of Course: 1 Quarter**

**Period Per Cycle: 6**

**Length of Period: 56 minutes**

**Texts and Resources:**    **-You, Living, Learning, and Caring, Goodheart-Wilcox, 1997.**

**-Better Homes and Gardens Junior Cookbook**

**-Video**

**-Internet**

**Assessments:**

**Tests**

**Quizzes**

**Projects**

**Homework**

**Lab**

**Classwork**

**Notebook**

**Hamburg Area School District**  
**Course Plan**  
**6<sup>th</sup> Grade Family and Consumer Science**

**Course Name: Personal and Family Living**  
**Unit: Child Development**

**Time Line: 2 ½ Cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why do we learn about children? What is an infant?	-Identify times when we work/deal with children -Define infant -List developmental characteristics of an infant	11.2.6C      11.4.6A 11.2.9C      11.2.6C 11.4.3A      11.2.6H
What is a toddler? How do toddlers develop socially, emotionally and physically?	-Define Toddler -Identify developmental characteristics of a toddler -Identify ways of dealing with toddler conflict	11.4.3 A      11.4.9B 11.4.3 B      11.2.6B 11.4.6A 11.4.6B 11.4.9A
How do children learn?	-Identify ways children learn -Examine ways children learn -Evaluate various play activities	11.4.6C 11.4.9C 11.4.3C 11.2.9D
How can children learn through literature? How do we elicit children's interest in books?	- Explain why literature is important for children -Identify characteristics which make a book quality for young children Identify ways to present literature to young children -Analyze various children's books and their quality -Discuss literature and puppetry -Plan a literary based puppet show for children and create a puppet	11.4.6E 11.4.9E 11.4.12E 11.2.6D 11.4.12C

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**Course Name: Personal and Family Living**  
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**Time Line: 2 ½ Cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What skills are necessary to babysit?	-Identify the role of the caregiver in providing a learning environment -Identify skills necessary to become a responsible babysitter -Identify health and safety hazards and proper responses relating to children in their environment	11.4.6D 11.4.9B
~How do we keep a home safe for children?	-Identify home safety hazards -Evaluate a home's safety pertaining to children -Identify ways to safeguard a home for children	11.4.6B 11.2.6D

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**6<sup>th</sup> Grade Family and Consumer Science**

**Course Name: Personal and Family Living**  
**Unit: Kitchen Safety and Food Preparation**

**Time Line: 2 1/2 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What tools are there in a kitchen? How do we work together in a kitchen?	-Identify various kitchen tools -Discuss rules for working with others in a kitchen -Explain and create a work/lab plan	11.3.6B 11.2.6 B C
How do we keep a kitchen safe and sanitary?	-Identify safety and sanitation rules for the kitchen -Demonstrate proper hand-washing and dish-washing procedures -List possible kitchen hazards -Discuss how to prevent kitchens hazards	11.3.6 B F 11.3.3 B
Food Preparation	-List the components of a recipe -Discuss and practice measuring -Plan for food preparation -Identify kitchen ingredients -Identify cooking methods -Explain food science -Demonstrate food preparation skills	11.3.6 F G 11.3.6B 11.3.3F
Table Etiquette	-Discuss and demonstrate table setting -List types of meal service -Discuss and demonstrate table etiquette	11.2.6D 11.2.9D 11.3.9F

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**6<sup>th</sup> Grade Family and Consumer Science**

**Course Name: Personal and Family Living**  
**Unit: Sewing**

**Time Line: 2 Cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>Why are the benefits of being able to sew? What is the benefit of creating your own fabric project rather than purchasing one?</p> <p>What equipment do we use in the sewing lab?</p> <p>What are the rules and safety guidelines in a sewing lab?</p> <p>How do we work together in the sewing lab?</p>	<p>-Discuss pros and cons of creating fabric projects and benefits of sewing</p> <p>-List equipment used in the sewing lab</p> <p>-Identify rules and safety guidelines to be used in the sewing lab</p>	<p>11.2.3F</p> <p>11.1.6 F</p> <p>11.2.6C</p> <p>11.2.6B</p> <p>11.2.12C</p>
<p>Sewing project construction</p> <p>How do we complete various stitches?</p>	<p>-Discuss and explain the steps necessary to complete sewing project</p> <p>-Demonstrate and practice various sewing stitches</p> <p>-Create Projects</p>	<p>16.3.3</p> <p>16.4.5</p> <p>11.2.6D</p>