

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Family and Consumer Science 6

Course Number: 00704

Course Prerequisites: none

Course Description: Family and Consumer Science 6 is a 9 week required course designed for sixth graders in the Warren County School District. It is an introductory course to the Family Consumer Sciences curriculum offered at the middle and high school level. The course will emphasize child care, entrepreneurial skills, basic sewing skills, beginning kitchen safety, My Plate, meal preparation, decision-making skills, and beginning personal finance. A final examination is not required.

Suggested Grade Level: Grade 6

Length of Course: One Nine-Week Marking Period

Units of Credit: .25

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 44 Family & Consumer Sciences

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: Family and Consumer Sciences—Comprehensive 19251

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Today's Teen
Publisher: McGraw-Hill Companies, Inc.
ISBN #: 0-07-846369-6
Copyright Date: 2004
WCSD Board Approval Date: May 9, 2005

Supplemental Materials: Safesitter

Curriculum Document

WCSD Board Approval:

Date Finalized: 3/15/2018
Date Approved: 5/14/2018
Implementation Year: 2018-2019

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Diaper a baby	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Apply first aid skills to various situations	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Create and implement different forms of play that are age appropriate	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Care for children from infants to school age	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Apply the stages of development to proper care for each age group	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Create a plan for getting customers in the babysitting field or a related field	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October
Prepare and serve age-appropriate meals and snacks	13.2.8.C, 13.3.8.A, 13.3.8.E, 13.4.8.A, 13.4.8.B, 13.4.8.C, 11.1.6.D, 11.1.6.G, 11.2.6.B, 11.2.6.D, 11.4.6.A, 11.4.6.B, 11.4.6.C, 11.4.6.D, 11.4.6.E	September October

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Identify learning style	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
Identify personality types	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
List the six career clusters	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
Evaluate various career choices	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
Research a potential career	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
Compare and contrast possible careers	13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.1.8.G, 13.2.8.A, 13.2.8.B, 13.2.8.C, 13.3.8.A, 13.4.8.A, 13.4.8.B	September October
Identify the different categories of communication	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Identify the differences between verbal and nonverbal communication	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Interpret body language	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Identify the importance of written messages	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Apply active listening skills	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Apply the steps of the decision making process to real-life scenarios	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Apply goal setting guidelines to achieve one's potential	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October

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Implement "I" messages	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Recognize communication road blocks	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Manage financial resources provided a scenario	11.1.6.A, 11.1.6.B, 11.2.6.B, 11.2.6.C, 11.2.6.H,	September October
Thread a needle	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Replace a button	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Mend a garment	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Run a washing machine and a dryer according to manufacturer's guidelines and clothing care tags	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Successfully complete a running stitch or an overcast stitch	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Compare and contrast the costs of mending clothing as opposed to buying new clothing	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Describe the benefits of properly laundering clothing	11.1.6.A, 11.1.6.B, 11.1.6.D, 11.1.6.F, 11.2.6.B, 11.2.6.C	October November
Identify and label the parts of MyPlate	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November
Successfully identify foods and which group they belong to	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November
Evaluate the serving sizes of various foods	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November
Create food items given a recipe	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November
Assess the nutritional content given a nutrition fact sheet	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November
Illustrate the understanding of various cooking terms in a cooking lab environment	11.2.6.B, 11.2.6.C, 11.3.6.A, 11.3.6.B, 11.3.6.C, 11.3.6.D, 11.3.6.E, 11.3.6.F, 11.3.6.G	October November

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ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day(PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios