

# Family & Consumer Science Elective Overview

Content Area: **Family/Consumer Science**  
Course(s): **Family & Consumer Science Cycle**  
Time Period:  
Length: **18 weeks**  
Status: **Published**

## **Cover**

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

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Course Adoption: 6/19/2008

Curriculum Adoption: 6/19/2008

Date of Last Revision Adoption: 9/1/2017

## Course Overview

### COURSE DESCRIPTION

The Family and Consumer Sciences Elective will present students with exploratory experiences designed to meet the New Jersey Core Curriculum Standards and allow them to grow as individuals with practical experience. Areas of study will include Introspection of oneself and Cooperative Learning, Financial Literacy, Culinary Arts, Nutrition and Wellness, Human Development and Child/Elder Care, Textiles/Clothing Design, and Career Development. Hands-on experiences will allow students to develop a sense of self, learn to relate to others, become more independent in thinking and problem solving, and learn to manage a variety of resources from budgets to food and clothing.

### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

Course Name: Family and Consumer Sciences Grade 6 Elective #3001

| Course Number | School Numbers | Course Level | Grade(s) | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|---------------|----------------|--------------|----------|---------|---------------|-------------------|------------------------|
| 3001          | 056            | S            | 6        | 0.00    | 210           | E                 | 06/19/08               |

| NJCCC Standard                   | NJCCC Standard           | NJCCCS Standard                                       |     |
|----------------------------------|--------------------------|---|-----|
| 1. Visual and Performing Arts    | 5. Science               | 9. Career Education and Consumer/ Family/ Life Skills | S P |
| 2. Health and Physical Education | S 6. Social Studies      |   |     |
| 3. Language Arts Literacy        | 7. World Languages       |   |     |
| 4. Mathematics                   | S 8. Technology Literacy |   |     |

| Sequential Unit Description  | Marking Period Guide | Other Pacing Guide References | Proficiency (Summative) Assessments   |
|--|----------------------|-------------------------------|---|
| Unit 1 Personally Yours  |                      |                               | <ul style="list-style-type: none"> <li>• Personal checklist</li> <li>• Project - Mirror</li> <li>• Observation</li> <li>• Personal Space</li> </ul> |
| <ul style="list-style-type: none"> <li>• Self image – Self analysis</li> </ul> | 1                    | 16 days                       |   |

- Emotions - Abuse
- Relationships – Friends – Family
- Personal Space

design project

## Unit 2 Nutrition/Foods

- What is ‘nutrition’?
- MyPyramid.gov (exploration of website)
- Introduction to food preparation – microwave, non-cooked recipes, range 2 31 days
- Etiquette-manners
- Consumerism

- Unit 2 test
- Lab Evaluations
- Kitchen Safety quiz
- Etiquette checklist

## Unit 3 Textiles/Sewing

- Fabric
- Simple sewing tools
- Needle and thread to buttons 3 16 days
- Running stitch
- Clothing choices
- Laundry care

- Quiz
- Project – attire
- Project: personal patch

## Unit 4 Human Development

- Safety – personal/home/environment 4 11 days
- Caring for younger children/elders
- Developing a helper checklist

- Safety quiz
- Demonstration of proper safety practices checklist
- Magnet project

## Unit 5 Resources/Management

- Needs vs. Wants
  - Time Management
  - Organization Skills
  - Teen spenders – advertising
  - Environment - energy
- 4                      16 days
- Project – resource/management
  - Game project
  - Observation
  - Participation
  - Group cooperation

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### Textbooks and Other Resources

List required and supplemental texts and resources here.

- Sewing machines
- Teacher developed materials
- Online resources related to careers
- Kitchens and appliances

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### Standards

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

|                 |  |
|-----------------|--|
| HPE.2.1.6.A.1   | Explain how health data can be used to assess and improve each dimension of personal wellness.                       |
| HPE.2.1.6.A.2   | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. |
| HPE.2.1.6.A.3   | Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.          |
| HPE.2.1.6.B.2   | Summarize the benefits and risks associated with nutritional choices, based on eating patterns.                      |
| HPE.2.1.6.B.3   | Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.               |
| HPE.2.1.6.B.4   | Compare and contrast nutritional information on similar food products in order to make informed choices.             |
| HPE.2.1.6.E.CS3 | Stress management skills impact an individual's ability to cope with different types of emotional situations.        |
| HPE.2.2.6.C.2   | Predict situations that may challenge an individual's core ethical values.   |
| HPE.2.2.6.C.3   | Develop ways to proactively include peers with disabilities at home, at school, and in community activities.         |

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

The final course proficiency grade will be based on students' performance throughout the course based on the identified New Jersey Core Content Standards for career and technical education and consumer, family and life skills. Students' individual grades will be based on performance in six units of instruction: Self Concept/Awareness, Human Development, Housekeeping, Finance Literacy, Food/Nutrition and Textiles/Sewing.

|               |     |
|---------------|-----|
| Tests/Quizzes | 35% |
| Projects      | 25% |
| Performance   | 10% |
| Classwork     | 30% |

The final course proficiency grade will be based on students' performance throughout the course based on the identified New Jersey Core Curriculum Standards for career and technical education and consumer, family life skills. Students' individual grades will be based on performance in six units of instruction: Self Awareness/Concept, Nutrition/Foods, Housekeeping, Textiles/Sewing, Human Development and Resources/Management.

## **Other Details**

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### **72201 Family and Consumer Science—Comprehensive**

Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.