Family and Consumer Science
Sixth Grade Family and Consumer Science
Course Number 20.01100

Course Description: The goal of Sixth Grade Family and Consumer Science is to provide all students with an introduction to the Family and Consumer Sciences-related Career Clusters. The Human Services career pathways are Nutrition and Food Science, Interiors/Fashion/Textiles, and Housing and Community Management. Hospitality and Tourism career pathway is Culinary Arts. Education and Training career pathways are Early Childhood Education and Teaching as a Profession. Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of technical skills needed to achieve personal goals relating to family, home, career, and community.

Course Standard 1

MSFCS6–CD1: Employability Skills
Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Communicating at Work	Listening
Interacting with Your Boss	Telephone Conversations	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls	Effective Written Communication	Ways We Filter What We Hear
		Effective Nonverbal Skills	Developing a Listening Attitude
		Effective Word Use	Show You Are Listening
		Giving and Receiving Feedback	Asking Questions
			Obtaining Feedback
			Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages		One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Terms to Use in a Résumé

Nonverbal Feedback		Making Speeches	Organizing Your Résumé
Showing Confidence Nonverbally		Answering Questions	Writing an Electronic Résumé
Showing Assertiveness		Visual and Media Aids	
		Errors in Presentation	

1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Preparing Visual Aids

1.3   Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

  a.   Investigate educational requirements, job responsibilities, employment trends, and opportunities within the national career clusters using credible sources.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Staying Motivated to Search
	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	
		When a Résumé Should be Used		

1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	

Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
Use Technology Ethically & Efficiently	Expressing Yourself on a Team	Staying Organized
Interact Appropriately in a Digital World	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Behavior at Conventions		Proper Use of Cell Phone	Using Good Posture
Working in a Cubicle		Proper Use in Texting	Presenting Yourself to Associates
			Accepting Criticism
			Demonstrating Leadership

Course Standard 2

MSFCS6–CD2: FCCLA
Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.
2.1 Research the history of FCCLA.
2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.
2.3 Explain how active participation in FCCLA can promote lifelong responsibility for community service, professional growth, and personal development.
2.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

Course Standard 3

MSFCS6–CD3: Nutrition and Food Science
Apply principles of nutrition and food science and their relationships to human growth, development, health and wellness using technology and hands-on experiences to support informed decision-making skills needed to maintain a healthy lifestyle.

3.1 Understand and apply proper practices of food safety and sanitation, such as using the "Fight Bac Four C's".
3.2 Demonstrate and explain why proper hand-washing procedures should be used.
3.3 Identify reliable nutritional sources of information, such as the Dietary Guidelines for Americans, Dietary Recommended Intake, ChooseMyPlate, BMI calculator, the Food and Drug Administration, and USDA Team Nutrition.
3.4 Discuss the five food groups and apply ways a pre-teen/teenager could reach each recommended serving in a day.
3.5 Distinguish between the correct use of liquid and dry measuring utensils.
3.6 Describe how to use and care for basic kitchen equipment.

Course Standard 4

MSFCS6–CD4: Culinary Arts
Identify and apply culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment.

4.1 Understand basic kitchen equipment and identify their proper safe functions and uses.
4.2 Recognize basic kitchen safety procedures and sanitation techniques.
4.3 Understand foundational cooking techniques (i.e. knife skills, cooking methods, garnishes, portioning, plating, and presentation).
4.4 Understand the importance of "mise en place".
4.5 Plan and prepare a healthy snack for a pre-teen/teenager listing ingredients, preparation, group work-plan and clean-up steps.

Course Standard 5

MSFCS6–CD5: Fashion Design
Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact.

5.1 Describe buying and caring for clothing while considering variety, quality, price, service, and location.
5.2 Compare and contrast the difference between care labels and hang tags.
5.3 Discuss and identify manufactured versus natural fibers.
5.4 Differentiate clothing needs while understanding the fashion terms and how to categorize your wardrobe inventory.

Course Standard 6

MSFCS6–CD6: Interior Design
Explore factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact.

6.1 Identify the needs and wants of individuals in residential and commercial dwellings. (e.g. physical, social, emotional needs, types of space needs).
6.2 Define the function of space in rooms and analyze traffic patterns according to the needs of the individuals (i.e. types of rooms in homes).
6.3 Define the elements and principles of interior design.
6.4 Label and discuss how the color wheel is constructed.

Course Standard 7

MSFCS6–CD7: Early Childhood Education
Explore the growth and development of the child, ages birth to 5.
7.1 Define developmental milestones and discuss age appropriate milestones.
7.2 Identify resources on a variety of platforms to support the growth and development of children including websites, magazines, books, videos, etc.
7.3 Explore a variety of developmentally appropriate materials to facilitate learning experiences such as books, toys, puzzles, etc.
7.4 Explore the nutritional needs of children.
7.5 Demonstrate awareness and respect for diverse needs, such as wheelchair bound, birth defects, chronic illnesses, etc.

Course Standard 8

MSFCS6–CD8: Teaching as a Profession
Identify the knowledge, skills, and practices of the educational workforce.
8.1 Analyze the roles, responsibilities and the impact of collaboration between family members and the educational workforce.
8.2 Identify resources on a variety of platforms such as Internet, magazines, books, journals, conferences, etc. to support the educational workforce.
8.3 Explore career opportunities in the field of education.
8.4 Explore general safety practices and proper hygiene necessary within educational environments.
8.5 Analyze strategies to support positive guidance and behaviors.
8.6 Define and discuss common learning styles in students of all ages.

Course Standard 9

MSFCS6–CD9: Consumer & Finance
Explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions.
9.1 Brainstorm and illustrate the importance of money, budgets, and how to prioritize the use of money and budgets.
9.2 Classify short-and long-term financial (monetary) goals.
9.3 Illustrate methods of research for earning income and developing individual and family budgets.

Course Standard 10

MSFCS6–CD10: Consumer & Finance
Compare and contrast factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions for individuals and families and how these decisions affect society.
10.1 Define credit and identify types of available credit.
10.2 Demonstrate the effects/costs of bad credit.
10.3 Describe how advertising impacts individual buying decisions.
10.4 Explain the impact of technology on consumers.