

# SPRING GROVE AREA SCHOOL DISTRICT

## PLANNED COURSE OVERVIEW

<p><b>Course Title:</b> Skills for the 21<sup>st</sup> Century Family: Nurturing Children and Sewing as a Resource</p> <p><b>Grade Level(s):</b> 9-12</p> <p><b>Units of Credit:</b> .5</p> <p><b>Classification:</b> Elective</p>	<p><b>Length of Course:</b> 15 cycles/18 weeks</p> <p><b>Periods Per Cycle:</b> 6</p> <p><b>Length of Period:</b> 43 minutes</p> <p><b>Total Instructional Time:</b> 64.5 hours</p>
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### Course Description

In this semester-long course, students will have the opportunity to:

- plan how as a consumer, to purchase and create clothing for the family
- learn basic sewing and clothing repair techniques
- construct a garment
- create a craft that would be suitable to create with children

Students will also learn how children develop prenatally, in the first five years of life, and the important events and needs of children in these early stages of human development. Discipline and parenting skills will also be evaluated, and the students should have the opportunity to work with the children attending the pre-school sessions conducted by the department's Child Development class.

### Instructional Strategies, Learning Practices, Activities, and Experiences

Bell ringers	Reading and writing opportunities	Participation in preschool sessions
Teacher lecture	Compare and contrast tasks	Prepare guidelines for free play during pre-school session
Teacher demonstration	Group projects	Garment construction
Discussion	Literacy project	Clothing repair methods
Note-taking	Parenting interviews	

### Assessments

Quizzes and tests	Essays	Project rubrics
Preschool performance observation		

### Materials/Resources

Texts: <i>Working with Children; The Developing Child; Clothing: Fashion, Fabric and Construction;</i>	Teacher-prepared PowerPoints and Prezis	Children's books
Teacher-prepared workbook	Child development websites	I-Pods and I-Pads
Sewing computers and clothing construction tools	Parenting websites	Computer lab
	Crafting tools	

**Adopted:** 5/18/2015

**Revised:**



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3. Parenting roles and responsibilities</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>A. Students will identify the specific responsibilities and expectations of parents in order to assist their children in developing appropriately in all developmental areas.</li> <li>B. Students will apply the information about parental responsibilities to create a health and safety plan for a child's early years.</li> <li>C. Students will explain how understanding parenting responsibilities will help create a positive environment in which children can develop appropriately.</li> </ul> <p><b>STANDARDS</b></p> <p>FCS 11.4.9B Evaluate health and safety hazards relating to each stage of child development.</p> <p>FCS 11.4.12B Analyze current issues in health and safety affecting children at each stage of child development.</p>
<p>4. Appropriate learning environments for young children</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>A. Students will be able to discuss the three learning styles and determine strategies and resources available to help children develop intellectually.</li> <li>B. Students will be able to relate Gardner's Theory of Multiple Intelligences to the learning styles.</li> <li>C. Students will compare and contrast different types of early childhood learning centers.</li> </ul> <p><b>STANDARDS</b></p> <p>FCS 11.4.9 C: Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p> <p>FCS 11.4.9 D: Analyze the roles, responsibilities, and opportunity for family involvement in schools.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>5. Resources for providing positive learning environments for young children</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>A. Students will evaluate a variety of early childhood programs (Baby Einstein, Jumpstart Kids, Sesame Street Baby and Me, Juno Baby) for evidence of value in early childhood intellectual and motor development.</li> <li>B. Students will classify toys and games according to the areas of development they assist.</li> <li>C. Students will formulate a “Parent’s Guide to Learning Resources for Young Children” and adapt the guide for children with both physical and intellectual deficits.</li> </ul> <p><b>STANDARDS</b></p> <p>FCS 11.4.12 C: Analyze practices that optimize child development.</p> <p>FCS 11.2.12 F: Assess the relationship of family functions to human development stages.</p> <p>FCS 11.2.12 E: Assess the availability of emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>
<p>6. Early childhood literacy</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>A. Students will be able to explain what literacy is.</li> <li>B. Students will be able to outline the benefits of reading to and with children using age-appropriate literature.</li> <li>C. Students will analyze children’s literature and compare and contrast age-appropriate books for toddlers to determine their value in developing concepts of print and vocabulary.</li> <li>D. Students will explore all avenues of providing for early childhood literacy.</li> </ul> <p><b>STANDARDS</b></p> <p>FCS 11.4.12 C: Analyze practices that optimize child development.</p> <p>FCS 11.4.12 E: Identify practices that develop the child’s imagination, creativity and reading and writing skills through literature.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>7. Providing for the clothing needs of the family</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify all potential resources for providing clothing for the family.</li> <li>B. Students will be able to compare and contrast the various clothing resources and create a plan for providing clothing based on a family's budget.</li> <li>C. Students will be able to delineate various methods for caring for clothing including, but not limited to, laundering, dry-cleaning, and seasonal storage.</li> </ul> <p>STANDARDS</p> <p>FCS 11.1.9F: Evaluate different strategies to obtain consumer goods and services.</p> <p>FCS 11.1.12F: Compare and contrast the selection of goods and services by applying consumer strategies.</p> <p>FCS 11.2.12E: Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>
<p>8. Care of clothing for the family</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>A. Students will be able to select the appropriate type of care and cleaning methods that will extend the usefulness of clothing based on fiber content.</li> <li>B. Students will be able to identify the cleaning methods and materials available for the successful removal of a variety of stains and soil.</li> <li>C. Students will examine the relationship between the appropriate care of clothing and managing the family clothing budget.</li> </ul> <p>STANDARDS</p> <p>FCS 11.1.12F: Compare and contrast the selection of goods and services by applying consumer strategies.</p> <p>FCS 11.2.12E: Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>9. Creating children's clothing</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>A. Students will be able to exhibit the ability to complete a plain seam, a dart, gathers, a casing, and a hem.</li> <li>B. Students will be able to identify and correctly use sewing tools including, but not limited to, sewing needles, seam rippers, fabric shears, hem gauges, tracing, and marking tools.</li> <li>C. Students will be able to interpret directions in the sewing guide and follow them in order to complete a garment.</li> <li>D. Students will be able to utilize basic sewing techniques to create a child's garment suitable for play.</li> <li>E. Students will be able to construct a child's garment using the sewing computer and/or the serger.</li> </ul> <p>STANDARDS</p> <p>FCS 11.1.9F: Evaluate different strategies to obtain consumer goods and services.</p> <p>FCS 11.1.12F: Compare and contrast the selection of goods and services by applying consumer strategies.</p> <p>FCS 11.2.12E: Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>

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<p>10. Repairing clothing for the family</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>A. Students will be able to recommend sewing techniques to use based on the type and area of the repair that needs to be done to the garment.</li> <li>B. Students will be able to exhibit the ability to replace buttons, repair a seam, and repair a variety of holes in a garment using a variety of techniques.</li> <li>C. Students will exhibit the ability to complete the back stitch, slip stitch, and overcast stitch in order to repair clothing.</li> </ul> <p>STANDARDS</p> <p>FCS 11.1.9F: Evaluate different strategies to obtain consumer goods and services.</p> <p>FCS 11.9.9A: Analyze current conservation practices and their effect on future renewable and non-renewable resources; reduce, reuse and recycle.</p> <p>FCS 11.2.12E: Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p>

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<p>11. Crafting with children to develop creativity and motor skills</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>A. Students will evaluate and recommend children’s crafts that will develop fine motor skills without causing frustration for a child.</li> <li>B. Students will explain how creativity and interest in art can be fostered by involving children in the crafting experience.</li> <li>C. Students will demonstrate a craft that would be suitable for a toddler or preschooler to create while allowing for motor skill development and creativity.</li> </ul> <p><b>STANDARDS</b></p> <p>FCS 11.2.12E: Assess the availability or emerging technology designed to do the work of the family and evaluate its impact on individuals.</p> <p>FCS 11.4.12C Analyze practices that optimize child development.</p> <p>FCS 11.4.12 E: Identify practices that develop the child’s imagination, creativity and reading and writing skills through literature.</p>