

Middle School Family and Consumer Sciences
Essential Curriculum
2010-2011

Grade 6

UNIT I: The Individual, Family and Society

Goal 1. The student will demonstrate the ability to evaluate the significance of family and its impact on the well-being of individuals and society.

Objectives-The student will be able to:

- a. Identify changing family images and the impact on the individual and society (e.g., multi-cultural perspectives and diversity).
- b. Analyze how the family fulfills the physical, social, and psychological needs of individual family members (e.g., personal responsibility and the impact of individual actions/decisions on others).
- c. Explain the impact of family values upon the individual as well as his/her own personal value development.
- d. Examine the impact of technology on family and human development.

Goal 2. The student will demonstrate the ability to evaluate the significance of the individual and the individual's impact on society.

Objectives-The student will be able to:

- a. Illustrate the interdependence of families, neighborhoods, communities and societies.
- b. Identify and explore a variety of community resources available to help individuals and families.
- c. Discover and act upon opportunities to serve the community.
- d. Identify, research and meet a community need through production of an individual or class project.

Goal 3. The student will analyze the financial choices that families make based on available resources, needs, and wants for goods and services.

Objectives-The student will be able to:

- a. Explain the concept of financial obligations such as promissory notes and contracts.
- b. Integrate and apply financial knowledge, attitudes and skills.
- c. Examine how saving strategies differ between a spending plan and an investment plan.

Goal 4. The student will demonstrate the ability to use money management skills and strategies.

Objectives-The student will be able to:

- a. Describe the services of financial institutions.
- b. Explain why contracts are used.
- c. Explain how to use debt beneficially.

UNIT II: Food and Nutrition

Goal 1. The student will demonstrate the ability to use sound nutritional concepts when choosing foods at home and in school, understanding that the choices made now are habits for a lifetime.

Objectives-The student will be able to:

- a. Identify reliable sources of nutrition information.
- b. Interpret, explain and apply the recommendations of national resources including the Dietary Guidelines and Food Guide Pyramid.
- c. Explain why an active lifestyle plays an important role in My Pyramid.
- d. Using the school menu, identify a variety of foods and food combinations in each of the food groups that meet dietary guidelines and contribute to healthy eating patterns.
- e. Diagram the recommended number and size of servings for each of the food groups.
- f. Identify the sources of whole grains and list a variety of whole grain products.
- g. Describe the importance of whole grains to the digestive process and overall health and outline methods to increase individual consumption of whole grain products.
- h. Compare and contrast different types of milk and dairy products.
- i. Use My Pyramid and the Dietary Guidelines to plan nutritious breakfasts and snacks incorporating whole grains, fruits, vegetables, lean protein and low fat dairy.
- j. Explore new foods in order to expand his/her palate.

Goal 2. The student will demonstrate the ability to describe and follow kitchen and food safety procedures.

Objectives-The student will be able to:

- a. Practice safe use of kitchen equipment and tools, including electrical appliances.

- b. Practice and demonstrate the safe and effective use of microwave ovens (e.g., how they cook, cooking containers, cooking time, standing time, ways to promote even cooking, and prevention of burns and food splatters).
- c. Model personal hygiene behaviors for the food lab including hand washing procedures, covering coughs and sneezes, correct clothing, and covering/securing hair.
- d. Practice proper sanitary procedures when working in the food lab.
- e. Practice proper dishwashing, sanitizing, rinsing and drying techniques.
- f. Practice correct usage and storage of lab cleaning chemicals and supplies.
- g. Explain prevention of burns, cuts, fires, and falls in the food lab.

Goal 3. The student will demonstrate the ability to understand and apply basic food preparation and food lab procedures.

Objectives-The student will be able to:

- a. Apply math skills to proper dry and liquid measuring techniques.
- b. Define and use common recipe abbreviations, equivalencies, food preparation and cooking terms.
- c. Manipulate fractions to convert ingredient measurements and adjust recipe yield.
- d. Demonstrate methods for mixing dry and liquid ingredients by hand and using equipment.
- e. Plan and follow recipes to prepare nutritious breakfast items incorporating whole grain and low fat dairy products.
- f. Plan and follow recipes to prepare nutritious snack items incorporating high fiber and low fat dairy foods while limiting calories from fats and sugars.
- g. Identify the components of a typical place setting and arrange place settings for food labs.
- h. Identify and model appropriate behaviors for serving and consuming foods prepared in the lab.