

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.

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 My Plate.
- c. Explain why an active lifestyle plays an important role in the Dietary Guidelines.
- 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 Plate 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.

UNIT III: Personal Financial Literacy

Goal 1. The student will apply financial literacy reasoning in order to make informed, financially responsible decisions.

Objectives-The student will be able to:

- a. Analyze the financial choices that people make based on available resources, needs, and wants for goods and services.
- b. Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing and work including the impact on relationships.
- c. Integrate and apply financial knowledge, attitudes, and skills.
- d. Compare different types of markets.
- e. Analyze the impact of government, business, and consumer financial decisions.

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Goal 2. The student will relate choices regarding their education and career paths to earning potential.

Objectives-The student will be able to:

- a. Examine the relationships among education, skills, career choices, economic conditions, and income.

- b. Explain sources of income.
- c. Analyze the relationship among income, spending decisions, and lifestyle.
- d. Explain how taxes and employee benefits relate to disposable income.

Goal 3. The student will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.

Objectives-The student will be able to:

- a. Demonstrate the ability to use money management skills and strategies.
- b. Describe the services of financial institutions.
- c. Develop financial goals based on personal values.
- d. Explain the purposes and responsibilities related to taxation.
- e. Explain that contracts are binding agreements.

Goal 4. The student will develop skills to make informed decisions about incurring debt and maintaining creditworthiness.

Objectives-The student will be able to:

- a. Explain how to use debt beneficially.
- b. Compare the advantages and disadvantages of credit products and services.
- c. Identify and compare sources of credit.
- d. Use numeracy skills to calculate the cost of borrowing.
- e. Identify and evaluate interest rates, fees, and other charges.
- f. Compare credit scores and reports.
- g. Explain the consequences of not meeting credit obligations.

Goal 5. The student will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.

Objectives-The student will be able to:

- a. Align appropriate financial services and products to specified goals.
- b. Apply strategies for creating wealth and building assets.
- c. Describe the relationships between saving and investing.
- d. Analyze how supply and demand affect stock market price changes.
- e. Apply the decision-making process to financial decisions related to planning, saving, and investing.

Goal 6. The student will develop financial planning skills to minimize financial setbacks.

Objectives-The student will be able to:

- a. Examine strategies that protect income and wealth.
- b. Examine the need for and value of various types of insurance (such as health, property, life, disability, and liability) within the life cycle.
- c. Investigate the purposes, strategies, and effects of various business practices, including sales techniques.
- d. Differentiate sources of consumer protection and assistance, including public institutions and private organizations (professionals, publications, and internet).