

Grade 6  
Family & Consumer Sciences Scope & Sequence

| Days | Unit                    | Standard(s)/Outcome(s)   | Essential/Guiding Questions   |
|------|-------------------------|--|---|
| 5    | 1- Relationships        | <ol style="list-style-type: none"> <li>1. Determine factors that contribute to healthy and unhealthy relationships with peers.</li> <li>2. Examine personal values related to interpersonal relationships.</li> <li>3. Explore the impact on relationships of the Growth mindset vs. Fixed mindset.</li> </ol>   | <p>How does the growth mindset impact relationships?<br/>           Why are friendships important?<br/>           What are the characteristics of a healthy friendship?<br/>           What do you look for in a friend?</p>  |
| 11   | 2- Healthy Food Choices | <ol style="list-style-type: none"> <li>1. Summarize the interrelationships among nutritious food choices, physical activity and health/wellness.</li> <li>2. Identify reliable sources of nutritional information.               <ol style="list-style-type: none"> <li>a. Identify and explain each component of the USDA nutrition facts label.</li> </ol> </li> <li>3. Explain how nutritious food choices enhance personal health.</li> <li>4. Explore personal food values, attitudes and beliefs related to food and nutrition.</li> </ol> | <p>How do food choices impact my health?<br/>           How do I read a food label to make healthy food choices?<br/>           What is healthy food?<br/>           How can I improve my eating habits to better meet the MyPlate guidelines?<br/>           How do food choices now impact future health?</p> |

|    |                     |   |  |
|----|---------------------|---|--|
|    |                     | <p>5. Interpret and apply the recommendations of national resources including My Plate.</p> <p>6. Evaluate individual eating and activity habits using My Plate</p>   |  |
| 14 | 3- Food Preparation | <p>1. Establish practices to select, store, prepare and serve foods to conserve resources and optimize nutrition, health and wellness.</p> <p>a. Demonstrate kitchen safety practices, including fire and accident prevention and food storage in the preparation and service of food.</p> <p>i. Demonstrate and practice the safe and effective use of microwave ovens (e.g., how they cook, cooking containers, cooking time, standing time, ways to promote even cooking.)</p> <p>ii. Explain the prevention of burns, cuts, fires and falls in the kitchen.</p> <p>iii. Demonstrate the safe use of kitchen equipment and tools, including electrical appliances.</p> <p>b. Demonstrate a variety of food</p> | <p>How do I select and use the appropriate measuring tools to measure ingredients accurately?</p> <p>What do I need to know to prepare food that is safe to eat?</p> <p>How do I use kitchen equipment safely in the kitchen?</p> <p>What are food borne illnesses and how do I prevent them?</p> <p>When working with others in the kitchen what do I need to know to be safe?</p> <p>What are the keys to organizing and preparing a recipe?</p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>preparation methods as foods are prepared to meet personal needs for nutrition and wellness.</p> <ul style="list-style-type: none"><li>c. Demonstrate the proper use of equipment, tools and technology used in the preparation of food.</li><li>d. Demonstrate how to properly measure ingredients and adjust recipe yield.</li><li>e. Demonstrate the use of appropriate recipe abbreviations, equivalencies, food preparation and cooking terms.</li><li>f. Model appropriate behaviors for serving and consuming foods.</li></ul> <p>2. Establish practices that prevent food-borne illness.</p> <ul style="list-style-type: none"><li>a. Practice good personal hygiene/health procedures.</li><li>b. Interpret food product dating practices related to food safety and food shelf life.</li><li>c. Practice proper sanitation procedures when working in the kitchen.</li><li>d. Practice proper dishwashing,</li></ul> |  |
|--|--|---|--|

|     |                       |  |  |
|-----|-----------------------|--|--|
|     |                       | <p>sanitizing, rinsing and drying techniques.</p> <p>3. Apply principle of resource management to maintaining a healthy, balanced diet.</p> <p>a. Explain how food labels, unit pricing, open dating, and government grading are used in food shopping.</p>  |  |
| 10  | 4- Career Readiness   | <p>1. Set and justify goals to meet individual needs.</p> <p>a. Analyze how needs, wants, values and standards impact priorities and goals.</p> <p>b. Classify goals into categories such as short-term and long-term goals.</p> <p>2. Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>3. Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>4. Describe the relationship of personal characteristics (qualities and skills) to a career choice.</p> | <p>How do personal interests relate to career goals and decisions?</p> <p>Why set goals?</p> <p>What is the relationship between career choice and one's well-being?</p> <p>How can I invest in my own human capital, transferable skills and education to be qualified for a variety of job opportunities that create well-being?</p> |
| 2-3 | 5- Financial Literacy | <p>1. Differentiate sources of</p>   | <p>What is the financial impact of</p>   |

|  |  |   |   |
|--|--|---|---|
|  |  | <p>consumer protection and assistance, including public institutions and private organizations (professionals, publications, and internet).</p> <p>2. Students will make and justify resource-based decisions considering individual needs.</p> | <p>effective clothing care/repair?<br/>What do I need to know about clothing care labels?<br/>How can I use basic sewing techniques to repair clothing?</p> |
|--|--|---|---|