

**Trinity Area School District  
Template for Curriculum Mapping, 2012-2013**

<b>Course:Family and Consumer Science Grade:6 Designer(s):Blackhurst/ Maud</b>	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course): <b>The student will be introduced to new life experiences that they may confront as an emerging teen; making responsible decisions, experiencing interpersonal relationships, and properly preparing nutritious foods</b>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Safety	PSSA 11.3.3 B. Describe personal hygiene techniques in food handling. 11.3.6 B. Describe safe food handling techniques.	Practicing safe kitchen procedures will result in successfully completing recipes.	Why is kitchen safety important? How can kitchen accidents be prevented?
Preparation	11.3.3 F. Identify components of a basic recipe. 11.3.6 F. Analyze basic food preparation techniques and food handling procedures.	Using kitchen equipment properly will increase success when preparing foods.	Why is it important to follow a recipe? Why is accurate measuring important?
Nutrition	11.3.3 C. Explain the importance of eating a varied diet in maintaining health.	Nutritious food choices will benefit your health throughout life.	Why are some foods more nutritious than others? What foods should you include in your daily diet?

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b> 9 weeks							
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Week 1.5	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring	Essential Question(s)	Common	Common
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		(A Big Idea is typically a noun and always transferable within and among content areas.)	(What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	(Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
Week 1.5	<b>Food Safety and Sanitation</b>	<b>Safety</b>	PSSA 11.3.3 B. Describe personal hygiene techniques in food handling. 11.3.6 B. Describe safe food handling techniques.	<b>Food safety and sanitation prevents disease.</b>  <b>Kitchen safety prevents injury.</b>	<b>How can you prevent food poisoning?</b> <b>How can you prevent kitchen injuries?</b> <b>What procedures are needed to ensure food safety and sanitation?</b> <b>Under what circumstances can food poisoning kill you?</b>	<b>Handouts</b>  <b>Test</b>  <b>Classroom discussion</b>  <b>Food Labs</b>	<b>Handouts</b>  <b>Textbook</b>  <b>Power point Presentations</b>
Week 1.5 to 3.0	<b>Preparation</b>	<b>Kitchen Utensils</b>  <b>Measuring</b>  <b>Reading a Recipe</b>	11.3.3 F. Identify components of a basic recipe. 11.3.6 F. Analyze basic food preparation techniques and food handling procedures.	<b>Proper use of kitchen equipment</b>  <b>Proper measuring techniques</b>  <b>Reading and preparing a recipe</b>	<b>What characteristics do you look for in large and small kitchen equipment?</b> <b>What are the functions of large and small kitchen equipment?</b> <b>Why is accurate measuring important in cooking?</b> <b>How does math apply to cooking?</b> <b>How do you follow and read a recipe?</b>	<b>Handouts</b>  <b>Test</b>  <b>Classroom discussion</b>  <b>Food Labs</b>	<b>Handouts</b>  <b>Textbook</b>  <b>Power point Presentations</b>
Week 3.0 to	<b>Nutrition</b>	<b>Nutrition</b>	11.3.3 C. Explain the	<b>My Plate</b>	<b>How is My Plate used</b>	<b>Handouts</b>	<b>Handouts</b>

4.5			importance of eating a varied diet in maintaining health.	<b>Portion sizes</b> <b>Nutrients</b> <b>Current nutrition trends/research</b>	<b>to help people make nutritious choices?</b> <b>Why are portion sizes important in maintaining health?</b> <b>Why are some nutrients important for a healthy diet?</b> <b>What current nutrition research can help us make better food choices?</b>	<b>Test</b> <b>Classroom discussion</b> <b>Food Labs</b>	<b>Textbook</b> <b>Power point Presentations</b>

\* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.