

Grade 6 FACS Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/ Weeks/D ays)
<p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.</p>	<p>Character Education</p>	<p><u>TEAMWORK</u></p> <ul style="list-style-type: none"> -Define and give examples of social skills -Define and give examples of working in teams -Identify team jobs and rules -Practice social skills as a team -Recognize that all people are different -All people have strengths they can bring to the team -Discovering the worth of others, you realize your own worth 	<p>Team Building Activities:</p> <ul style="list-style-type: none"> -Team Escape Room packet -Team Scattergories WS/game -Spaghetti Tower (marshmallows and spaghetti) 	<p>Check for Understanding:</p> <p>Spaghetti Tower Bell Ringer-What is needed to build a strong free standing tower?</p> <p>Teamwork Quiz Team Activity Participation</p> <p>Exit Tickets (team work terms crossword)</p>	<p>1 Week</p>

		<p><u>PROCESS TERMS</u></p> <ul style="list-style-type: none"> -Define needs, wants, values, resources. Standards, goals, short-term goals, long-term goals - Identify personal values - Identify human and nonhuman resources - Identify benefits of goal setting -Create own short-term and long-term goals <p><u>DECISION MAKING/PROBLEM SOLVING PROCESS</u></p> <ul style="list-style-type: none"> -Define decision and complete DM Lab -Discuss how people solve problems - Identify Decision Making Steps -Use "DECIDE" Steps to solve problems 	<p>Note Taking: Glossary of Terms</p> <p>WS: Identifying Values WS: Resources WS: Standards</p> <p>Subway Economics Decision Making Case Study</p>	<p>Check for Understanding:</p> <p>Bell Ringer: What is the difference between a short term and a long term goal?</p> <p>Create personal "Values Coat of Arms"</p> <p>Exit Ticket: Write an example of how to solve a problem using the DECIDE steps</p> <p>Subway Economics Decision Making Case Study Worksheet</p>	
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<p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>	<p>Identifying Kitchen Equipment/tools</p> <p>Kitchen Measuring Techniques</p> <p>Food Safety</p>	<p><u>NUTRITION AND WELLNESS</u></p> <p>Sanitation and Safety</p> <p>Define sanitation and identify sanitation practices in the kitchen</p> <p>Identify terminology related to food safety</p> <p>Recognize and utilize procedures for prevention of food-borne illness, thawing frozen foods and reheating leftovers safely</p> <p>Identify the order in which foods should be put away after food shopping</p> <p>Identify correct hand washing</p> <p>Identify correct dish washing procedure</p> <p>Identify potential hazards in the kitchen</p> <p>Recognize and follow basic kitchen safety rules</p> <p>Maintain personal safety and safety of others</p> <p>Kitchen Equipment, Measuring, and Food Preparation Labs</p> <p>Identify and use kitchen tools and</p>	<p>Kitchen Equivalents</p> <p>Bell Ringer</p> <p>Measuring Demo Lab</p> <p>Kitchen Measuring worksheets</p> <p>Doubling recipe worksheets</p> <p>Exit Ticket: Kitchen Math task cards</p> <p>“Did You Read It?” Measuring Quiz</p> <p>Identifying Kitchen tools and equipment stations</p> <p>Cutting terms and cutting play-dough stations</p> <p>Kitchen Safety notes</p> <p>Food Safety notes</p> <p>Food safety exit ticket: FBI scenarios</p> <p>Dirty Little Secrets Video</p> <p>Master Chef “Egg-cellent Adventure”</p>	<p>Checking for Understanding:</p> <p>Bell Ringers</p> <p>Exit Tickets</p> <p>2 quizzes</p> <p>Completed Station packets</p> <p>Food Labs</p>	<p>4 Weeks</p>
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		<p>equipment used for measuring, mixing, cooking and baking</p> <p>Identify abbreviations and equivalents</p> <p>Use microwave and range</p> <p>Locate and use proper tools for kitchen measuring</p> <p>Accurately measure dry, liquid, moist and solid ingredients</p> <p>Prepare self and kitchen for cooking and/or baking</p> <p>Use recipe plan to make food</p> <p>Practice safety and sanitation</p> <p>Evaluate personal performance in foods lab</p>	<p>Chicken Stir Fry Lab</p> <p>Food Safety Quiz</p> <p>Eggs 3 Ways lab</p>		
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<p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.</p>	<p>Child Care</p>	<p><u>CHILD CARE</u></p> <p>Discover how infants and children develop</p> <p>Discover what to expect when interacting with infants and children</p> <p>Discover how to help children learn</p> <p>Identify how to prepare for babysitting</p> <p>Identify how to care for infants, toddlers, and preschoolers</p> <p>Identify business aspects of babysitting</p> <p>Identify correct care for infants</p> <p>Experience what it is like to be 4 years old</p> <p>“How to” babysitting tasks: bottle feeding, changing etc.</p> <p>Identify the importance of play</p> <p>Play Board game to learn babysitting concepts</p>	<p>Station 1: Play the Smart Sitters board game and complete the true/false packet questions</p> <p>Station 2: Make play dough and read an article, “Play is a Learning Experience”—answer questions</p> <p>Station 3: Students will read about the development of a 4 year old and identify 4 physical, emotional and social developmental characteristics. They will complete a set of activities to understand what it’s like to be 4—buttoning shirt with gloves on, writing and coloring with the wrong hand, jump roping in a 1 foot square etc</p> <p>Station 4: Students will complete the pre guide questions about SIDS and</p>	<p>Check for Understanding:</p> <p>The packet will include “check for understanding quizzes” and bell ringers for each station</p> <p>The worksheets and activities must be completed for each station</p> <p>We will have one day to make up any activities or worksheets that were not completed</p>	<p>2 Weeks</p>
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			<p>safe sleep for babies. Students will watch a safe sleep video and complete the post guide questions. Next, students will identify safe sleep with the pictures provided in the packet</p> <p>Station 5: Students will watch 5 How To videos found in my computer lab bookmarks:</p> <p>How to: dress a baby, change a baby, swaddle a baby, feed a baby, hold a baby</p> <p>Students will practice each "how to" with the doll provided</p>		
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<p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.</p>	T-shirt Bag	<p>RECYCLED FASHION</p> <p>Students will learn about the benefits of recycled goods</p> <p>Students will bring in a T-shirt that is no longer being worn in their household</p> <p>Students will construct a T-shirt Bag</p>	<p>Students will watch a video that shows the life of a T-shirt from cotton farming to the hands of the consumer</p> <p>Students will take notes about the amount of waste that Americans create</p> <p>Students will watch a demonstration video of how to create a T-shirt bag</p> <p>Students will create a T-shirt bag using a t-shirt, scissors and a fabric marker</p>	<p>Bell Ringer: Think about your lunch you brought or bought this week.....What types of materials were used to package and wrap those lunches?</p> <p>Life of a T-shirt video worksheet</p> <p>Completed T-shirt bag (rubric provided)</p>	1 Week
<p>Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness,</p>	Guest Speaker/ Review	<p>DRAW THE LINE PRESENTATION/REVIEW</p> <p>Students will participate and listen to a speaker from Mothers and Babies Perinatal Network: Emphasis is on different peer pressures and how to set limits when it comes to healthy behaviors</p>	<p>The students, teacher and presenter will discuss different peer pressures and how to set limits when it comes to healthy behaviors and relationships. Other risky behaviors discussed include stealing, alcohol,</p>	<p>Participation</p> <p>Bell Ringers/Exit Tickets</p> <p>Kahoot</p> <p>Final Exam</p>	1 Week

<p>participate in physical activity, and maintain personal health.</p> <p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their resources</p>		<p>and relationships.</p> <p>REVIEW Students will play Kahoot to review the skills learned throughout the 10 weeks</p> <p>Students will take a written final</p>	<p>and drugs.</p> <p>The presentation will include:</p> <ul style="list-style-type: none"> -Discussions -Small group activities -Movies -Role Playing 		
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