















HPS Scope Sequence - Feb. 2010  
6th Grade - FCS - Life skills

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons	Examples of Formative Assessments	Vocabulary
	Students will . . . .			0		
<b>Basic Nutrition</b>						
Human Development 3.7	Identify expectations for self and others	Explain how both body and mind need food.	Q	10 days	Quizzes	Food group, nutrient, nutrition, serving size, calorie,
		Explain why the body needs the essential nutrients				
Decision Making 4.3	Practice positive decision-making skills	Describe sources of proteins carbohydrates, fats, vitamins, minerals, and water.			Worksheets	food label, component, fat, oil
Decision Making 4.6	Implement an individual plan of action based on rules, regulations and procedures.	Know about each nutrient; function (why you need it), sources, serving size, what happens to your body when you eat too little or too much.			Taking a poll	Protein, meat, water, fruit, vegetable, grain, carbohydrates, quality, quantity,
Wellness 6.5	Assess the effect of food choices on individual wellness using recommended dietary guidelines.	Explain how the My Pyramid can help people have a balanced diet. May include Food Science.			Discussions	moderation, ingredients, manufacturer
Wellness 6.6	Demonstrate the ability to make nutritious food choices in various situations.	Know how to read and understand a food label			Games	percent daily values
Wellness 6.7	Make healthy food choices by comparing food label information	Compare food labels to one another in order to make healthy food choices			Chalk Talk	healthy, unhealthy, trans fat, saturated fat, unsaturated fat
Consumerism 8.2	Examine factors that influence wants and needs.	Understand the necessity of eating a variety of colors of fruits and vegetables			Exit Slips	
Consumerism 8.4	Demonstrate ways to conserve individual and community resources.	Explain nutritional tips and tricks for dining out Discuss the hazards of soda pop and				




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	Students will . . . .					
		energy drinks in the diet				
<b>Kitchen Management</b>						
Human Development	Identify expectations for self and others	Describe why sanitation is important in the kitchen.	Q	10 days	Worksheets	Sanitation, safety, recipe, measure
		Identify ways to protect foods from spoilage			Activities	steam, fry, bake, boil, broil, preheat
Decision Making 4.3	Practice positive decision making skills	Explain how to maintain a safe kitchen and how to handle kitchen emergencies			Games	julienne, chop, mince, slice, mix, stir, cut-in,
Wellness 6.1	Demonstrate responsibility for individual safety and the safety of others	Recognize and know the function of each kitchen utensil			Chalk Talk	grease, marinate, set aside, chill, cool, yield, teaspoon, tablespoon,
Wellness 6.4	Share the responsibility of maintaining a safe and healthy living environment	Discuss safety rules in the kitchen Identify measurements and abbreviations in recipes Demonstrate how to read and use a recipe Describe ways to properly measure different types of ingredients			Exit Slips	Abbreviations, Equivalents, Kitchen Math
<b>Kitchen Lab and Food Etiquette</b>						






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Human Development 3.7	Identify expectations for self and others	Participate in the foods lab experience utilizing collaborative skills	Q	10 Days	Food Lab creation	Collaborative, Time management, Chef
Decision Making 4.6	Implement an individual plan of action based on rules, regulations and procedures.	Demonstrate how standard systems of measurement are used in recipes			Self Evaluation for Exit Slip	Head Chef, Leader, Organization
Responsibility 5.2	Differentiate between respectful and disrespectful behaviors towards other individuals or groups	Describe the correct way to set a table				Etiquette
		Explain the value of using table manners and proper etiquette in various settings				
<b>Child Care Skills/Babysitting and Basic First Aid</b>						
Nurturing 2.3	Identify skills necessary for nurturing self and others	Students assess their readiness to become a babysitter	Q	10 days	Games	Babysitting, discipline, time out, diapering, hand washing
Nurturing 2.5	Explore the roles and responsibilities of caregivers, parents and others in nurturing roles to meet the individual needs of others.	Describe the steps involved in being a successful babysitter, including age appropriate play time activities, Shaken Baby Syndrome			Chalk Talk	Strategies, alternatives, play time, age appropriate
Human Development 3.7	Identify expectations for self and others	Learning age appropriate discipline techniques			Role Plays	safety, precaution, first aid, 911, 1-800-222-1222

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Responsibility 5.2	Differentiate between respectful and disrespectful behaviors towards other	Basic care tips and practice for infants and toddlers			Exit Slips	Shaken Baby Syndrome
Wellness 6.1	Demonstrate responsibility for individual safety and the safety of others	Recognize safety precautions in the home and during play time				Gloves, house rules, interview
Wellness 6.2	Demonstrate appropriate behavior for emergency situations	Check, Call, Care procedures				
Wellness 6.3	Identify individual responsibilities for good social, emotional and physical health.	Recognizing emergency situations and responding appropriately				
Consumerism 8.4	Demonstrate ways to conserve individual and community resources.	Discuss signs of choking;				
Using Community Resources 10.1	Identify available community resources	Discuss proper first aid procedures for burns, wounds, poisoning, nosebleeds, and choking with a guest speaker Describe the emotional, physical and mental needs of children.				
<b>Harassment-gossiping, taunting and bullying</b>						
Decision Making 4.3	Practice positive decision making skills	Define harassment and consequences	Q	1 -2 days	Role Plays	Harassment, Consequence, Stereotype, Biased
Decision Making 4.8	Analyze how biases, stereotypes, and prejudices can limit responsible decision making	Discuss respectful ways to respond to harassment			Exit Slips	Prejudice, Decision making, behavior choices

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Responsibility 5.2	Differentiate between respectful and disrespectful behaviors towards other individuals or groups					Bystander, respect, positive, negative