



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION

# Family and Consumer Sciences (Grade 6)

## Exploring Foods from Farm to Table



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>Projects for Junior Chefs</b></p> <p>Smart Snacks          Breakfast for champions          Lunch - fuel for energy and brain power          Design Project – student centered</p>	<p>Basic Cooking Skills</p> <ul style="list-style-type: none"> <li>• Read, use, and interpret recipes.</li> <li>• Measure ingredients accurately</li> <li>• Prepare simple foods</li> </ul> <p>Innovation and Creativity</p> <ul style="list-style-type: none"> <li>• Alter recipes</li> <li>• Create menus</li> </ul>
<p><b>Theme: Junior Chefs in the Kitchen</b>          What do great chefs know and do well?</p> <ul style="list-style-type: none"> <li>• Kitchen Safety</li> <li>• Food Safety</li> <li>• Tools and Equipment</li> <li>• Food Preparation</li> <li>• Measuring</li> <li>• Cooking techniques</li> </ul> <p>Time Frame: 1 week and Integrated throughout projects</p>	<p>FCS 8.1 Evaluate factors that affect food safety in the home and workplace, from production through consumption.</p> <p>Safety and sanitation practices</p> <ul style="list-style-type: none"> <li>• Identify common kitchen accidents and ways to prevent them.</li> <li>• Demonstrate safety and sanitation practices.</li> </ul> <p>Kitchen equipment &amp; appliances</p> <ul style="list-style-type: none"> <li>• Identify basic kitchen tools and their uses.</li> <li>• Recognize and use proper measuring techniques.</li> </ul>
<p><b>Theme: Introduction to Farm to Table</b></p> <p>Where does my food come from and why does it matter?</p> <ul style="list-style-type: none"> <li>• Sources of food</li> <li>• Fast food</li> <li>• Fresh and easy to prepare foods</li> </ul> <p>Time Frame: Integrated throughout projects</p>	<p>Analyze how food and the food system affects health, the community, and the environment.</p> <ul style="list-style-type: none"> <li>• Explore the process food goes through from the farm to the table</li> <li>• Explore personal food preferences</li> <li>• Consider criteria for making wise food choices</li> <li>• Explore fresh and easy to prepare foods</li> </ul>

<p><b>Theme: Food Detective (Nutrition)</b>          What's in my food and why does it matter?</p> <ul style="list-style-type: none"> <li>• MyPlate food groups</li> <li>• Essential Nutrients</li> <li>• Food Labels</li> </ul> <p>Time Frame: 1 week and Integrated throughout projects</p>	<p>FCS 3.0 Demonstrate nutrition and wellness practices that enhance individual and family wellbeing.</p> <p>Nutrition and wellness practices</p> <ul style="list-style-type: none"> <li>• Use MyPlate guidelines to determine healthy food choices.</li> <li>• Identify essential nutrients, their functions and food sources.</li> <li>• Identify and analyze nutritional information on a foods label.</li> </ul>
<p><b>Theme: Healthy Habits</b>          How can my choices and habits help me stay healthy and well?</p> <ul style="list-style-type: none"> <li>• Physical wellness</li> <li>• Emotional wellness</li> <li>• Social wellness</li> <li>• Environmental wellness</li> </ul> <p>Time frame: Integrated throughout projects</p>	<p>FCS 3.0 Demonstrate nutrition and wellness practices that enhance individual and family wellbeing</p> <ul style="list-style-type: none"> <li>• Describe components that contribute to overall health &amp; wellness.</li> <li>• Set goals for personal health and wellness.</li> <li>• Participate in activities that can become part of a lifetime of healthy habits (exercise, brain breaks, recycling)</li> </ul>

**Instructional approach**

- Immerse students in content so they see it, experience it, and use the vocabulary and skills of professionals in the field.
- Provide hands-on experiences, including at least one food preparation lab per week.
- Engage students through design thinking, problem-based or service learning related to the content