



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Family and Consumer Sciences Curriculum

Course Description: The 7th Grade Family and Consumer Science class focuses on two units: Foods and Sewing. The Foods unit provides an introduction to safety and sanitation practices, basic kitchen math skills, nutrition through the lifespan, and international cooking. Each of these topics allows for hands on experience directly in the kitchen through cooking labs. In the Sewing Unit, students gain knowledge in caring for their clothing properly, based on the fiber. Students also gain experience on a sewing machine through understanding of the proper uses of the machine and by creating a project. Students also gain experience in hand sewing by creating a project.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 Quarter	Foods	Topic 1: Class Procedures Topic 2: Food Safety and Sanitation Topic 3: Kitchen Math Topic 4: Nutrition for Life Topic 5: International Foods
1 Quarter	Sewing	Topic 1: Clothing Care Topic 2: Machine Sewing Preparation Topic 3: Hand Sewing

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Foods

Subject: 7th Grade FACS

Grade: 7th

Name of Unit: Food

Length of Unit: 1 Quarter

Overview of Unit: The 7th grade Foods unit provides an introduction to safety and sanitation practices, basic kitchen math skills, nutrition through the lifespan, and international cooking. Each of these topics allows for hands on experience directly in the kitchen through cooking labs.

Priority Standards for unit:

- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.
- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- NSFCSE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.

Supporting Standards for unit:

- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
basic concepts of nutrition and nutritional therapy in a variety of settings	Apply	Apply	2
food safety and sanitation procedures	Demonstrate	Apply	2
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	Demonstrate	Create	2
ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan	Demonstrate	Evaluate	3

Essential Questions:

1. Why is it important to have proper knowledge of kitchen and food safety?
2. Why is it important to understand how to correctly measure and convert a recipe?
3. How can you make healthy nutritional decisions throughout your life?
4. Why is it beneficial to understand how people in other countries eat?

Enduring Understanding/Big Ideas:

1. In order to prevent injuries in the kitchen, student will have knowledge of how to be safe in the kitchen with kitchen utensils and kitchen equipment. To prevent foodborne illnesses, one must know how to prevent cross-contamination and other food safety precautions.
2. Using the proper measuring techniques and tools provides a recipe with the correct amount of each ingredient in order for the recipe to turn out successfully. Understanding how to convert recipes helps you know how to alter a recipe in order to meet the needs of the customer.
3. In order to make healthy nutritional choices throughout your life, you must get a full understanding of your daily caloric intake, your physical activity level, and your daily food group needs. Understanding how to read food nutrition labels will benefit in making wise food choices to fit your needs.
4. Understanding how people in other countries eat, helps you understand their traditions and culture. It broadens your knowledge outside of your own country, giving you the ability to cook different meals at your own home.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Nutrition Calories Conversion Equivalents	Cross contamination Danger zone Sanitation Conversion Equivalents Food safety Nutrition Serving Size Calories Etiquette

Resources for Vocabulary Development: Applied Life Skills 2010 textbook

Topic 1: Class Procedures

Engaging Experience 1

Title: Lab Procedures Cooking Lab

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Detailed Description/Instructions: After the students have been provided with knowledge of lab procedures (i.e. lab plans, student jobs, lab evaluations, step by step processes of labs), they will complete a lab. An example of a lab for class procedures would be muffins. On day one, the students will be given a demonstration of how to successfully complete a muffin lab. Students will be put in groups of 3-6 people. Each cooperative group is to complete a lab plan, giving each person a job within their group. Each group will be asked to follow the recipe, along with all rules that have been provided. The students will be given a lab evaluation to reflect on how their lab went.

Bloom's Levels: Apply and Create

Webb's DOK: 2, 3

Rubric:

Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

· 3 = Team did very well

· 2 = Team efforts were satisfactory

· 1 = Team needs improvement in this area

Goal: To be able to apply knowledge of kitchen equipment and their uses to a kitchen lab.

	Lab and Team Responsibilities	Rating
1	Proper sanitation (hair back, hands washed, etc.)	
2	Followed established rules for lab behavior.	
3	Read and understood recipe(s) before beginning work.	
4	Followed standard measuring procedures.	
5	Listened carefully to directions before beginning work.	
6	Tried to solve problems before asking questions.	

7	Followed the “Clean as you go” rule.	
8	Worked with members as a team (showed cooperation, good communication, flexibility when needed, respect, and positive reinforcement).	
9	Served attractive and delicious food.	
10	Followed good safety procedures in the lab.	
11	Left the lab in good condition.	
12	Followed the original work plan.	
13	Completed lab work and evaluation on time.	

14. What jobs did you complete in this lab? List them ALL (6 points)

15. List the utensils used in this lab AND their purpose. (10 points)

Total / 55

Topic 2: Food Safety and Sanitation

Engaging Experience 1

Title: Kitchen Safety

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: After students have a basic understanding of kitchen safety practices to prevent burns, electrical, cuts. Students will be put in groups of 3 - 6 students and given a graphic organizer to create on a big poster paper. Students can use different graphic organizers and are encouraged to get creative in showing relationships between prevention and treatments. An extension to this activity may be students create a multimedia presentation or develop their graphic organizer online to project to the class to present and discuss with the other students.

Students will be given a list of different types of cooking scenarios (i.e. boiling hot water, cutting vegetables, etc.). With each scenario, students will develop 2 - 3 preventative measures that will ensure accidents do not occur (i.e. cutting a finger, burning a hand, etc.). Students then will look at each scenario and outline treatments to these accidents in the event that an accident occurred.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Food Safety

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After students have been given the knowledge of the four core techniques to “fight bacteria” (cook, clean, separate, chill), they will develop a PSA. Students will work in groups of 3-6 people. Each group will be given one of the core prevention techniques to fight bacteria. They can choose to either create a brochure, a poster, or a short commercial (2-3 minutes long). In this PSA, they must provide information on the various ways of how this core technique prevents a Foodborne Illness. The PSAs will be presented to the class.

Bloom’s Levels: apply

Webb’s DOK: 2

Engaging Experience 3

Title: Kitchen and Food Safety Lab

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: After students have been given knowledge of how to prevent kitchen accidents and proper food safety procedures, they will complete a cooking lab. On day one, the students are provided with a demonstration of how to correctly complete a scrambled eggs and pancake or biscuit lab. Students will be given a recipe for scrambled eggs and pancakes. They will be put into groups of 3-6 people. After each group of students have completed a lab plan (i.e. giving jobs to each student) each group will use the proper kitchen and sanitation practices in order to prevent a foodborne illness and accidents.

Bloom’s Levels: Apply

Webb’s DOK: 2

Rubric:

Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

3 = Team did very well

2 = Team efforts were satisfactory

1 = Team needs improvement in this area

	Lab and Team Responsibilities	Rating
1	Gathered ingredients at the beginning of the lab.	
2	Proper sanitation (hair back, hands washed, etc.)	

3	Followed established rules for lab behavior.	
4	Read and understood recipe(s) before beginning work.	
5	Followed standard measuring procedures.	
6	Listened carefully to directions before beginning work.	
7	Tried to solve problems before asking questions.	
8	Followed the “Clean as you go” rule.	
9	Worked well together as a team (showed cooperation, good communication, flexibility when needed, respect, and positive reinforcement).	
10	Served attractive and delicious food.	
11	Followed good safety procedures in the lab.	
12	Left the lab in good condition.	
13	Followed the original work plan.	
14	Completed lab work and evaluation on time.	

15. What jobs did you complete? (6 points)

16. What is the definition of cross- contamination? (5 points)

17. What precautions did you take in order to avoid cross- contamination? (10 points)

Topic 3: Kitchen Math

Engaging Experience 1

Title: Measuring Practice Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: Students will be provided with knowledge of how to measure with different types of measuring equipment, when demonstrated by the teacher (i.e. measuring properly with a liquid measuring cup, dry measuring cup, and measuring spoons). After students have been given knowledge of how to measure specific ingredients properly (i.e. liquid ingredients needing to be measured at eye level, packing brown sugar and level, spoon in flour and level off), they will practice measuring in small groups. Each group will have 3-6 students. In these groups, they will have a list of ingredients on a separate piece of paper, along with their measurements. The students will have to prove their knowledge of measuring by demonstrating. Each ingredient will be set out, as well as the measuring utensils from their kitchen and any other tools needed to measure properly. Each student will be assigned an ingredient. Each student will be expected to measure properly and show the teacher before the next student is allowed to go on. All ingredients must have been measured correctly in order for the group to be finished.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Kitchen Math Cookie Lab

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: Students will be put into groups of 3-6 people. After the students have been given knowledge of converting a recipe, they will be given a recipe for Snickerdoodle Cookies. This recipe will be for either too many or too little for their group. They will have to take the recipe and convert it to the amount they will need within their group. On day 1 the teacher will demonstrate how to successfully prepare the Snickerdoodle Cookie recipe. On day 2, students will prepare the cookie dough and refrigerate it. On day 3, the students will complete the recipe by baking the cookies. This recipe involves measuring different types of ingredients correctly. In order for the recipe to turn out successfully, the students will have to have converted and measured their recipe correctly. Afterwards, they will complete an evaluation form to reflect on how their recipe turned out.

Bloom's Levels: Create and Apply

Webb's DOK: 2, 3

Rubric:

Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

3 = Team did very well

2 = Team efforts were satisfactory

1 = Team needs improvement in this area

	Lab and Team Responsibilities	Rating
1	Gathered ingredients at the beginning of the lab.	
2	Proper sanitation (hair back, hands washed, etc.)	
3	Followed established rules for lab behavior.	
4	Read and understood recipe(s) before beginning work.	
5	Followed standard measuring procedures.	
6	Listened carefully to directions before beginning work.	
7	Tried to solve problems before asking questions.	
8	Followed the "Clean as you go" rule.	
9	Worked well together as a team (showed cooperation, good communication, flexibility when needed, respect, and positive reinforcement).	
10	Served attractive and delicious food.	
11	Followed good safety procedures in the lab.	
12	Left the lab in good condition.	
13	Followed the original work plan.	
14	Completed lab work and evaluation on time.	

15. What were your jobs in this lab? (Day one AND two) (6 points)

16. List 3 ingredients from your recipe and thoroughly explain how to properly measure that ingredient (including the measuring tool used) (6 points)

Topic 4: Nutrition for Life

Engaging Experience 1

Title: Food Plan

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will evaluate their nutritional needs by charting it based on their age, gender, height, weight, and activity level. They will then create a food plan based on what foods they need from each food group and amounts. This information can be found on myplate.gov. Students will create a meal plan for a full week that meets their needs for their caloric intake and activity level. This is assuming none of their meals are eaten out, or at school. They will need to provide a chart that breaks down each day, each meal, with amounts and total calories.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Nutritional Meal Pizza Lab

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.
- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: Students will use their knowledge of food groups to create a healthy meal. On day one the teacher will demonstrate how to make pizza dough from scratch (i.e. yeast, whole wheat flour, sugar, salt, and oil). The teacher will explain how to make a healthy pizza in order to meet all of your food groups (i.e. whole grains with dough, low fat cheese for dairy, turkey pepperoni, and pineapple for fruit). They will be put into groups of 3-6 people. On days two and three, the students will make their pizza.

On day 2 students will create their pizza dough and place it in the refrigerator in order to double overnight. On day 3, the students will complete their pizza by adding their healthy toppings.

Bloom's Levels: Create and Apply

Webb's DOK: 2, 3

Rubric:

Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

3 = Team did very well

2 = Team efforts were satisfactory

1 = Team needs improvement in this area

	Lab and Team Responsibilities	Rating
1	Gathered ingredients at the beginning of the lab.	
2	Proper sanitation (hair back, hands washed, etc.)	
3	Followed established rules for lab behavior.	
4	Read and understood recipe(s) before beginning work.	
5	Followed standard measuring procedures.	
6	Listened carefully to directions before beginning work.	
7	Tried to solve problems before asking questions.	
8	Followed the "Clean as you go" rule.	
9	Worked well together as a team (showed cooperation, good communication, flexibility when needed, respect, and positive reinforcement).	
10	Served attractive and delicious food.	
11	Followed good safety procedures in the lab.	
12	Left the lab in good condition.	
13	Followed the original work plan.	
14	Completed lab work and evaluation on time.	

15. Draw a diagram of MyPlate below. Then place the toppings of the pizza into the diagram to complete all food groups (include the pizza crust) (12 points)
16. What makes this pizza healthier than a regular pepperoni pizza? (5 points)

Engaging Experience 3

Title: Nutrition Label Activity

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- NSFCSE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Supporting:

- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

Detailed Description/Instructions: After students have been given knowledge of how to properly read a nutrition label and its ingredients, they will be able to compare different foods. Students will be provided a nutrition label for various different snacks (i.e. granola bars vs. candy bars, fruits compared to fruit snack, baked chips vs. regular chips, etc.). They will look at the nutrition labels for these foods and chart the nutrients found in each food. They will need to make a decision on which is the healthier choice based on the charted information. Students will be asked to bring in food labels for some of their favorite foods and add them to their chart to decide what would be a healthier alternative and discuss what they learned about their snacks.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Healthy Snack Smoothie Lab

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: After students have had knowledge of the food groups, their caloric needs, and how to read a nutrition label they will evaluate a healthy snack by creating a smoothie. Students will be put into groups of 3-6 people. They will be provided with a recipe for a fruit smoothie made from scratch (i.e. frozen banana, frozen strawberries, orange juice, and non-fat yogurt). Students will then, get on the McDonalds website and look up the nutritional information for a Strawberry- Banana shake. They will use this information in order to compare

it to the fruit smoothie they have made. They will look at the difference in calories and various different nutrients in order to evaluate the healthier choice.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric:

You will be able to compare the nutritional differences of two snacks and evaluate which is the best choice.

1. Go the McDonalds website (http://www.mcdonalds.com/us/en/food/full_menu/desserts_and_shakes.html)
2. Choose the Strawberry Shake.
3. Complete the following Nutritional information on the shake.
 - a. Calories:
 - b. Grams of Protein:
 - c. Total fat grams:
 - d. DV% of Fat:
 - e. Sodium:
 - f. Carbs (Sugar):
 - g. Calcium:
4. Go to the following website: <http://recipes.sparkpeople.com/recipe-calculator.asp>
5. Insert into the calculator your ingredients from the smoothie you chose to create.
6. Complete the following Nutritional Information on the smoothie.
 - a. Calories:
 - b. Grams of Protein:
 - c. Total fat grams:
 - d. Sodium:
 - e. Carbs (sugar):
 - f. Calcium:
7. Using the nutritional information, which of the two choices would be the best? _____
8. What ingredients made the smoothie healthier than the shake? _____
9. What was the differences in calories? _____
10. Explain what benefits you get from the smoothie you created versus the shake.

11. What alternative could you get from McDonalds that would be a healthier choice than the shake (must be beverage)? _____

12. Are there any added sugars to this healthier choice? _____

Topic 5: International Foods

Engaging Experience 1

Title: International Eating

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

Detailed Description/Instructions: Students will be put into groups of 3-6. They are also allowed to work on their own if needed. The students will be provided with a list of various different countries. The students are to research these different countries' eating habits, food supply, dining etiquette, and basic food styles. They will come up with a presentation to provide information to the class. They will then teach the class about the different countries eating habits.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: International Cheese Enchilada Lab

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

Supporting:

- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

Detailed Description/Instructions: Students will create an international meal of cheese enchiladas. They will be put into groups of 3-6 people. On day one the teacher will demonstrate how to make the cheese enchiladas. On day two, the students will create the meal and refrigerate. On day three, the students will cook the cheese enchiladas and set the table. They will have a sit-down meal according to traditional table setting information the teacher has provided.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be put into groups of 3-6 people. The students will be given a scenario, provided by the teacher. Within the scenario, the students are provided a family from a different country and a budget. They are to make a nutritious meal based on the number of people in the family and create a shopping list for this menu. The students will then demonstrate how to make this meal for the class, using proper safety and sanitation practices.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Class Procedures	Lab Procedures Cooking Lab	After the students have been provided with knowledge of lab procedures (i.e. lab plans, student jobs, lab evaluations, step by step processes of labs), they will complete a lab. An example of a lab for class procedures would be muffins. On day one, the students will be given a demonstration of how to successfully complete a muffin lab. Students will be put in groups of 3-6 people. Each cooperative group is to complete a lab plan, giving each person a job within their group. Each group will be asked to follow the recipe, along with all rules that have been provided. The students will be given a lab evaluation to reflect on how their lab went.	2 Days
Food Safety and Sanitation	Kitchen Safety	<p>After students have a basic understanding of kitchen safety practices to prevent burns, electrical, cuts. Students will be put in groups of 3 - 6 students and given a graphic organizer to create on a big poster paper. Students can use different graphic organizers and are encouraged to get creative in showing relationships between prevention and treatments. An extension to this activity may be students create a multimedia presentation or develop their graphic organizer online to project to the class to present and discuss with the other students.</p> <p>Students will be given a list of different types of cooking scenarios (i.e. boiling hot water, cutting vegetables, etc.). With each scenario, students will develop 2 - 3 preventative measures that will ensure accidents do not occur (i.e. cutting a finger, burning a hand, etc.). Students then will</p>	1-2 Days

		look at each scenario and outline treatments to these accidents in the event that an accident occurred.	
Food Safety and Sanitation	Food Safety	After students have been given the knowledge of the four core techniques to “fight bacteria” (cook, clean, separate, chill), they will develop a PSA. Students will work in groups of 3-6 people. Each group will be given one of the core prevention techniques to fight bacteria. They can choose to either create a brochure, a poster, or a short commercial (2-3 minutes long). In this PSA, they must provide information on the various ways of how this core technique prevents a Foodborne Illness. The PSAs will be presented to the class.	2-3 Days
Food Safety and Sanitation	Kitchen and Food Safety Lab	After students have been given knowledge of how to prevent kitchen accidents and proper food safety procedures, they will complete a cooking lab. On day one, the students are provided with a demonstration of how to correctly complete a scrambled eggs and pancake or biscuit lab. Students will be given a recipe for scrambled eggs and pancakes. They will be put into groups of 3-6 people. After each group of students have completed a lab plan (i.e. giving jobs to each student) each group will use the proper kitchen and sanitation practices in order to prevent a foodborne illness and accidents.	2 Days
Kitchen Math	Measuring Practice Activity	Students will be provided with knowledge of how to measure with different types of measuring equipment, when demonstrated by the teacher (i.e. measuring properly with a liquid measuring cup, dry measuring cup, and measuring spoons). After students have been given knowledge of how to measure specific ingredients properly (i.e. liquid ingredients needing to be measured at eye level, packing brown sugar and level, spoon in flour and level off), they will practice measuring in small	1 Day

		<p>groups. Each group will have 3-6 students. In these groups, they will have a list of ingredients on a separate piece of paper, along with their measurements. The students will have to prove their knowledge of measuring by demonstrating. Each ingredient will be set out, as well as the measuring utensils from their kitchen and any other tools needed to measure properly. Each student will be assigned an ingredient. Each student will be expected to measure properly and show the teacher before the next student is allowed to go on. All ingredients must have been measured correctly in order for the group to be finished.</p>	
Kitchen Math	Kitchen Math Cookie Lab	<p>Students will be put into groups of 3-6 people. After the students have been given knowledge of converting a recipe, they will be given a recipe for Snickerdoodle Cookies. This recipe will be for either too many or too little for their group. They will have to take the recipe and convert it to the amount they will need within their group. On day 1 the teacher will demonstrate how to successfully prepare the Snickerdoodle Cookie recipe. On day 2, students will prepare the cookie dough and refrigerate it. On day 3, the students will complete the recipe by baking the cookies. This recipe involves measuring different types of ingredients correctly. In order for the recipe to turn out successfully, the students will have to have converted and measured their recipe correctly. Afterwards, they will complete an evaluation form to reflect on how their recipe turned out.</p>	2-3 Days
Nutrition for Life	Food Plan	<p>Students will evaluate their nutritional needs by charting it based on their age, gender, height, weight, and activity level. They will then create a food plan based on what foods they need from each food group and amounts. This information can be found on myplate.gov. Students will create</p>	2 Days

		a meal plan for a full week that meets their needs for their caloric intake and activity level. This is assuming none of their meals are eaten out, or at school. They will need to provide a chart that breaks down each day, each meal, with amounts and total calories.	
Nutrition for Life	Nutritional Meal Pizza Lab	<p>Students will use their knowledge of food groups to create a healthy meal. On day one the teacher will demonstrate how to make pizza dough from scratch (i.e. yeast, whole wheat flour, sugar, salt, and oil). The teacher will explain how to make a healthy pizza in order to meet all of your food groups (i.e. whole grains with dough, low fat cheese for dairy, turkey pepperoni, and pineapple for fruit). They will be put into groups of 3-6 people. On days two and three, the students will make their pizza.</p> <p>On day 2 students will create their pizza dough and place it in the refrigerator in order to double overnight. On day 3, the students will complete their pizza by adding their healthy toppings.</p>	3 Days
Nutrition for Life	Nutrition Label Activity	After students have been given knowledge of how to properly read a nutrition label and its ingredients, they will be able to compare different foods. Students will be provided a nutrition label for various different snacks (i.e. granola bars vs. candy bars, fruits compared to fruit snack, baked chips vs. regular chips, etc.). They will look at the nutrition labels for these foods and chart the nutrients found in each food. They will need to make a decision on which is the healthier choice based on the charted information. Students will be asked to bring in food labels for some of their favorite foods and add them to their chart to decide what would be a healthier alternative and discuss what they learned about their snacks.	1-2 Days

Nutrition for Life	Healthy Snack Smoothie Lab	After students have had knowledge of the food groups, their caloric needs, and how to read a nutrition label they will evaluate a healthy snack by creating a smoothie. Students will be put into groups of 3-6 people. They will be provided with a recipe for a fruit smoothie made from scratch (i.e. frozen banana, frozen strawberries, orange juice, and non-fat yogurt). Students will then, get on the McDonalds website and look up the nutritional information for a Strawberry- Banana shake. They will use this information in order to compare it to the fruit smoothie they have made. They will look at the difference in calories and various different nutrients in order to evaluate the healthier choice.	1 Day
International Foods	International Eating	Students will be put into groups of 3-6. They are also allowed to work on their own if needed. The students will be provided with a list of various different countries. The students are to research these different countries' eating habits, food supply, dining etiquette, and basic food styles. They will come up with a presentation to provide information to the class. They will then teach the class about the different countries eating habits.	3-4 Days
International Foods	International Cheese Enchilada Lab	Students will create an international meal of cheese enchiladas. They will be put into groups of 3-6 people. On day one the teacher will demonstrate how to make the cheese enchiladas. One day two, the students will create the meal and refrigerate. On day three, the students will cook the cheese enchiladas and set the table. They will have a sit-down meal according to traditional table setting information the teacher has provided.	3 Days

Unit 2: Sewing

Subject: 7th Grade FACS

Grade: 7th Grade

Name of Unit: Sewing

Length of Unit: 1 Quarter

Overview of Unit: In the 7th grade Sewing Unit, students will gain knowledge in caring for their clothing properly, based on the fiber. Students will gain experience on a sewing machine through understanding of the proper uses of the machine and by creating a project. Students will also gain experience in hand sewing by creating a project.

Priority Standards for unit:

- NSFCSE 16.2 Evaluate fiber and textile products and materials.
- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
fiber and textile products and materials	Evaluate	Apply	2
skills needed to produce, alter, or repair fashion, apparel, and textile products	Demonstrate	Create	3

Essential Questions:

1. Why is it important to properly follow a clothing label?
2. Why do you need to know how to correctly thread the sewing machine?
3. Why is it important to know how to properly lay out a pattern and cut pieces out?
4. Why is it important to follow the prescribed steps to produce a sewing project?

Enduring Understanding/Big Ideas:

1. It is important to understand how to properly treat different types of fibers. If you properly follow a care label, you can obtain clean, undamaged clothing.
2. You need to be able to correctly thread a sewing machine in order for it to run properly as you construct your project. Having knowledge of your machine helps you to troubleshoot any problems you might have.
3. It's important to correctly layout and cut pattern pieces so that you use your fabric efficiently and your pieces will fit together as prescribed.
4. It is important to follow the prescribed steps when producing a sewing project so the completed project is put together correctly and attractively.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Synthetic/Man-made Fibers Natural Fibers Hand wheel Presser Foot Seam Allowance Stitch Length Dial Backstitch Feed Dogs Bobbin Overcast Stitch Running Stitch

Resources for Vocabulary Development: Applied Life Skills 2010 Edition

Topic 1: Clothing Care

Engaging Experience 1

Title: Clothing Care

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE 16.2 Evaluate fiber and textile products and materials.

Detailed Description/Instructions: Students will be given knowledge of the difference between natural fibers versus synthetic fibers and how to care for the different types. They will go over what is found on care labels, the different symbols, what they mean. The students will be assigned a laundry activity. They will apply what they learned by doing a load of laundry at home. In a chart created by the teacher, the students will note what the care label explained to do, if they did it correctly, and the steps taken to complete. The student is expected to do three loads of laundry.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Machine Sewing Preparation

Engaging Experience 1

Title: Sewing Machine Parts

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: The students will be given knowledge on sewing machine parts (i.e. hand wheel, bobbin, backstitch, stitch length dial, feed dog, and presser foot). Students will have an understanding of the location sewing machine parts, and what they do after being demonstrated by the teacher. Students will be given a demonstration how to thread their bobbin and machine in class by the teacher. The student will demonstrate their ability to thread their machine successfully by creating a short video with guided instruction, explaining what they are doing.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: Machine Sewing Project

Suggested Length of Time: 2- 3 Days

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will select fabric to make a machine project. Potential machine projects for 7th grade are an apron or patchwork pillow. They will measure pattern pieces and then cut out their paper pattern in the correct size. They will pin the pattern pieces to their cloth and cut those pieces out.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Topic 3: Hand Sewing

Engaging Experience 1

Title: Hand sewing Project

Suggested Length of Time: 2 Weeks

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will be given knowledge and demonstrations on how to properly thread a needle. The teacher will provide a demonstration of how to create an overcast and running stitch. Once the students have learned how to create a proper stitch, they will begin a hand sewn project. Potential hand sewing projects for 7th grade are the fur pillow and felt monsters. The students will be provided with a step by step rubric, which will be graded by the teacher in order to move on to the next step. The overall appearance of the project will be graded by the teacher.

Bloom's Levels: create and apply

Webb's DOK: 2 and 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

When provided instructions by the teacher, students will create a sewing machine project. The teacher will provide demonstrations of each step for the project. The students are expected to show the teacher each completed step, which acts as a formative assessment of the student's ability. Once the student has shown a step, they are able to move onto the next step. All parts of the project must be sewn using a $\frac{5}{8}$ or 1-inch seam allowance. All edges must be clean and correctly measured, while any extra thread should be cut. Students must have used a backstitch in order to begin and end all seams made. Once the product is finished, they have mastered their ability to successfully complete a project on the sewing machine. The teacher will then evaluate the finished product.

Examples of machine sewing projects include an apron or a patchwork pillow.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Clothing Care	Clothing Care	Students will be given knowledge of the difference between natural fibers versus synthetic fibers and how to care for the different types. They will go over what is found on care labels, the different symbols, what they mean. The students will be assigned a laundry activity. They will apply what they learned by doing a load of laundry at home. In a chart created by the teacher, the students will note what the care label explained to do, if they did it correctly, and the steps taken to complete. The student is expected to do three loads of laundry.	3 Days
Machine Sewing Preparation	Sewing Machine Parts	The students will be given knowledge on sewing machine parts (i.e. hand wheel, bobbin, backstitch, stitch length dial, feed dog, and presser foot). Students will have an understanding of the location sewing machine parts, and what they do after being demonstrated by the teacher. Students will be given a demonstration how to thread their bobbin and machine in class by the teacher. The student will demonstrate their ability to thread their machine successfully by creating a short video with guided instruction, explaining what they are doing.	3 Days
Machine Sewing Preparation	Machine Sewing Project	Students will select fabric to make a machine project. Potential machine projects for 7th grade are an apron or patchwork pillow. They will measure pattern pieces and then cut out their paper pattern in the correct size. They will pin the pattern pieces to their cloth and cut those pieces out.	2-3 Days

Hand Sewing	Hand Sewing Project	<p>Students will be given knowledge and demonstrations on how to properly thread a needle. The teacher will provide a demonstration of how to create an overcast and running stitch. Once the students have learned how to create a proper stitch, they will begin a hand sewn project. Potential hand sewing projects for 7th grade are the fur pillow and felt monsters. The students will be provided with a step by step rubric, which will be graded by the teacher in order to move on to the next step. The overall appearance of the project will be graded by the teacher.</p>	2 Weeks
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.