



Sewing Unit

<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
Introduction to FACS	<p>Essential Question: What is FACS?</p> <ul style="list-style-type: none"> -Description of course objectives -Class procedures and expectations -Team work contract -Writing assignment (students write about themselves and their experience with cooking, or sewing). -Folder designs (must give a visual representation of all areas of FACS). 	N/A	<ul style="list-style-type: none"> -Students will be evaluated by their class participation, writing assignment, and folder designs. -Resources: handouts, writing assignment paper, art supplies, folders, and writing utensils. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Student may be given an alternative FACS writing assignment if he or she has another FACS class. • Students may be permitted to work with a partner on computer (if appropriate for the situation). • Extended time on FACS assignment may be given if necessary.

<p>Sewing</p>	<p>Essential Questions: What are ways to make basic clothing repairs? How can you utilize sewing techniques to prepare a garment?</p> <ul style="list-style-type: none"> -Sewing supply shopping list -Sewing safety rules -Hand stitches <ul style="list-style-type: none"> • tying a knot • back stitch • running stitch • button repair sample -Sewing machine parts safety study guide -Review sewing machine parts on the machines -Quiz on sewing machine parts -Sewing term word search -“Air” stitch activity - Threading a sewing machine practice -Student demonstration of threading a sewing machine (teacher evaluated). -Sewing clean up jobs 	<p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p>	<ul style="list-style-type: none"> -Students will be evaluated by weekly clean up and participation points, sewing machine parts quiz, hand stitch samples, seam samples, air sew paper, and their final sewing project (rubric). -Resources: Sewing machines, sewing equipment, fabric swatches, handouts, clean up chart paper. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Students may be given additional time to complete project or extra tutoring time (during homeroom). • Assigned a sewing partner. • Students may be given additional small projects (if advanced in sewing).
---------------	--	--	---

	<ul style="list-style-type: none">-Sewing a seam<ul style="list-style-type: none">• ¼ inch seam allowance• 5/8 inch seam allowance-Sewing a pivot-Pattern layout-Pinning a pattern-Using sheers-Pinning together project pieces-Students will complete a variety of mini projects in class.-Sewing project construction (pillows)-Stuffing a pillow-Slip stitch-Sewing lab clean up		
--	--	--	--

Chapter 27.1	<p>Essential Question: What are the parts and functions of the sewing machine? What are the uses for various pieces of sewing equipment?</p> <p>*Bookwork will be done throughout sewing unit*</p>	<p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p>	<p>- Students will be evaluated on their weekly class participation, chapter 27 outline, worksheets, unit review and unit test.</p> <p>Resources: textbooks and worksheets.</p>
	<p>-Chapter 27 outline</p> <p>-Pieces of sewing equipment scramble and definitions.</p> <p>-Sewing safety tip poster.</p> <p>-Chapter 27 review</p> <p>-Chapter 27 test</p>	<p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p>	<p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> □ Students may be given modified assignments and tests.



Cooking Unit

Essential Question/ Plan of Learning	State/National FCS Standards	Resources and Evaluation
<p>Question: How do you prepare food in a safe and sanitary way?</p> <ul style="list-style-type: none"> -Food safety video and quiz -Cooking lab guidelines about safety and sanitation - Examples from the news about kitchen accidents -Kitchen safety picture activity: Students will look at a picture of an unsafe kitchen and determine the hazards. -Kitchen safety worksheet (in packet) from chapter 20 of text 	<p>PA FCS Standard(s):</p> <p>11.3.6B Describe safe food handling techniques (ex- storage, temperature control, food preparation, conditions that create a safe working environment for food production)</p> <p>National FCS Standard(s):</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and</p>	<p>Resources: food prep packets, video, quiz, dvd player</p> <p>Evaluation: Students will be evaluated on their daily participation, notes, quiz, and worksheets.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified notes, and worksheets. -Students may be given additional time to complete assignments.

	<p>between animal and fish sources and other food products.</p>	
<p>Essential Question: How do you read a recipe?</p> <ul style="list-style-type: none"> -Students will write down recipe terms in packet -Students will participate in a variety of review activities to master recipes terms. -Students will practice identifying various pieces of cooking equipment and their use. -Students will take notes about measuring, view a measuring demonstration, and utilize correct measuring techniques while cooking. -Students will identify the parts of a recipe (as listed in chapter 20 of text). -Students will practice a place setting by labeling, setting a table, and drawing. 	<p>PA FCS Standard(s):</p> <ul style="list-style-type: none"> 11.3.6F Analyze basic food preparation techniques and foodhandling procedures. 11.3.6G Describe the physical, biological, and chemical changes that take place in food preparation. <p>National FCS Standard(s):</p> <ul style="list-style-type: none"> 8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment. 	<p>Resources: packets, measuring and cooking equipment, recipes.</p> <p>Evaluation: Students will be evaluated on their daily participation, and notes.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified notes, and worksheets. -Students may be given additional time to complete assignments.

<p>Essential Question: How do you use prepare a recipe while following correct cooking techniques and safety and sanitation procedures?</p> <p>-Students will review lab jobs</p> <p>-Students will create a cookbook cover.</p> <p>-Students will participate in a variety of cooking labs that utilize safety and sanitation procedures, and correct cooking techniques.</p>	<p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.</p>	<p>Resources: cooking supplies and equipment, art supplies.</p> <p>Evaluation: Students will be evaluated on their daily participation, and cooking lab jobs.</p> <p>Accommodations: -Students may be given modified assignments, or additional time to complete assignments.</p>
<p>Chapter Review and Test</p>	<p>PA FCS Standard(s)/ National FCS Standards:</p> <p>-All listed above</p>	<p>Resources: review, tests.</p> <p>Evaluation: Students will be evaluated on their tests.</p> <p>Accommodations: -Students may be given modified tests or additional time to complete tests.</p>



Nutrition Unit		
Essential Question/ Plan of Learning	State/National FCS Standards	Resources and Evaluation
<p>Essential Question: What are the dietary guidelines? How can you use them to plan a diet?</p> <p>-Into to nutrition: Students will listen and watch a short video about trend diets. They will evaluate ways they are unhealthy.</p> <p>-Notes about dietary guidelines: Students will record the dietary guidelines.</p> <p>-“Make calories count” Students will be able to define what a calorie is.</p> <p>-“Manage your weight/ get regular physical activity”- Students will look at common physical activities and calculate how many calories are burned in a specific duration of time.</p> <p>-“Choose the right foods” Students will research how many calories are in their favorite foods and how to read a</p>	<p>PA FCS Standard(s):</p> <p>11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.6E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p> <p>National FCS Standard(s):</p> <p>9.3.2 Analyze nutritional data.</p> <p>.</p>	<p>Resources: food models, computers, power point, textbooks, notes, worksheet, projector, power point, cooking supplies, hand outs.</p> <p>Evaluation: Students will be evaluated on their daily participation, notes, and sugar content activity.</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p>

food label. Students will view a power point about nutrient density.

-“Limit fats” Students will read about various ways to prepare foods that lower fat content.

-“Limit added sugar”- Students will pick one of their favorite snacks and research how many grams of sugar is in that snack. They will then convert grams to teaspoons and measure out the amount of sugar. They will also view a video “The crazy amount of sugar in food”

-“Avoid alcohol”- Students will view a power point about how alcohol can damage the body.

-“Eat the right amount”- Students will look at food models of correct portion sizes, and view a power point about how portion sizes have changed throughout history.

<p>Essential Question: What are the food groups? How can you use “My Plate” to track and plan a diet?</p> <p>-Students will view a power point about “My Plate” They will take notes and use their notes to draw and color a meal that satisfies the my plate guidelines.</p> <p>-Students will watch a video about the food groups and take a quiz.</p> <p>-Students will use the my plate website to research the food groups, serving sizes, and my plate tracker tool.</p> <p>-Students will create a poster that utilize my plate meal planning principles</p>	<p>PA FCS Standard(s):</p> <p>11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.6E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.</p> <p>National FCS Standard(s):</p> <p>9.3.2 Analyze nutritional data.</p>	<p>Resources: dvd, computers, art supplies, packets, and notes pages.</p> <p>Evaluation: Students will be evaluated on their daily participation, worksheets, my plate research, quiz, and posters.</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p>
--	--	--

<p>Essential Question: What influences food choices?</p> <ul style="list-style-type: none"> -Students will look at pictures of school lunches across the globe and compare and contrast them to our school lunches. -Students will take notes about factors that affect food choices: geographic area, religious beliefs, family and culture, media and technology. -Students will examine medical conditions that affect food choices. -Supersize vs superskinny: Students will view a portion of an episode of this show that compares the diet of two teens. 	<p>PA FCS Standard(s):</p> <p>11.3.6 C Analyze factors that effect food choices.</p>	<p>Resources: power point, projector, notes pages.</p> <p>Evaluation: Students will be evaluated on their daily participation, and notes</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified assignments, or additional time to complete assignments.
--	---	---

<p>Essential Question: How can you use nutritional guidelines to prepare food?</p> <p>-Students will prepare a variety of recipes that utilize healthy ingredients and preparation techniques.</p> <p>-Students will follow all safety and sanitation guidelines and correct cooking lab procedures.</p>	<p>PA FCS Standard(s): 11.3.6B Describe safe food handling techniques</p> <p>11.3.6 D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.6 F Describe the physical, biological, and chemical changes that take place in food preparation.</p>	<p>Resources: cooking supplies and equipment</p> <p>Evaluation: Students will be evaluated on their daily participation, and assigned cooking/ clean up jobs.</p> <p>Accommodations: -Students may be given modified assignments, or additional time to complete assignments.</p>
<p>Unit Review and Test</p> <p>-Chapter 16 Review</p> <p>-Review activity</p> <p>-Chapter 16 Test</p>	<p>PA/ National FCS Standards: All listed above.</p>	<p>Resources: textbooks, review, tests.</p> <p>Evaluation: Students will be evaluated on their review and test.</p> <p>Accommodations: -Students may be given modified assignments, or additional time to complete assignments.</p>



Budgeting and Advertising		
Essential Question/ Plan of Learning	State/National FCS Standards	Resources and Evaluation
<p>Essential Question: What is a budget?</p> <p>-Budgeting Activity: Students will be given an income and must plan a budget.</p> <p>-Budgeting Basics: Video and Quiz</p> <p>-Textbook reading about budgeting</p>	<p>PA FCS Standard(s):</p> <p>11.1.6 B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</p> <p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p>	<p>Resources: Budgeting activity sheet, video, dvd player, textbooks.</p> <p>Evaluation: Students will be evaluated on their daily participation and quiz.</p> <p>Accommodations:</p> <p>-Students may be given modified worksheets, and quizzes.</p> <p>-Students may be given additional time to complete assignments.</p>

	<p>2.7.2 Analyze how education, income, career, and life choices relate to achieving financial goals.</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p>	
<p>Essential Question: How can you be a smart shopping?</p> <ul style="list-style-type: none"> -Advertising brands and slogans activities -Generic vs. name brand taste test. -test your grocery shopping IQ -Reverse psychology: Grocery store gimmicks. -Students will design their own advertisement for a product. 	<p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p>	<p>Resources: handouts, products to taste test.</p> <p>Evaluation: Students will be evaluated on their daily participation and advertisement design.</p> <p>Accommodations:</p> <p>-Students may be given additional time to complete assignments.</p>
<p>-Students will research and create a budget to meet one long term financial goal.</p>	<p>PA FCS Standard(s):</p> <p>11.1.6 B Know the relationship of the components of a simple spending plan and how that relationship allows for</p>	<p>Resources: worksheet, computers.</p> <p>Evaluation: Students will be evaluated on their daily participation, and research.</p>

	<p>managing income, expenses and savings.</p> <p>National FCS standard(s):</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p>	<p>Accommodations:</p> <p>-Students may be given modified assignments, or additional time to complete assignments.</p>
<p>Essential Question(s): How do you manage personal finances?</p> <p>-Budgeting workbook: writing checks, balancing a checkbook, etc...</p> <p>-Budgeting project</p> <p>-Unit test</p>	<p>PA FCS Standard(s):</p> <p>11.1.9B Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, noncash systems, investments, insurance).</p> <p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p>	<p>Resources: Budgeting workbook.</p> <p>Evaluation: Students will be evaluated on their daily participation, workbook completion, and tests.</p> <p>Accommodations:</p> <p>-Students may be given modified worksheets and tests.</p> <p>-Students may be given additional time to complete assignments.</p>
<p>Additional Items: Speaker(s) from local bank (Somerset Trust) may present banking information to students if available.</p>	<p>All listed above.</p>	<p>N/A</p>