



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 8th Grade Family and Consumer Science Curriculum

**Course Description:** In the 8<sup>th</sup> Grade Family and Consumer Science course, students continue to develop their cooking and foods skills through a variety of projects and hands-on labs. The foods studies will finish with a formal guest dinner planned and prepared by the students. In the Sewing unit, students continue to expand their machine and hand sewing skills by creating pajama pants and a hand sewing project of their choice.

### Scope and Sequence:

| Timeframe | Unit   | Instructional Topics                                                                                                                                                  |
|-----------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Quarter | Food   | Topic 1: Lab Procedures<br>Topic 2: Food Sanitation<br>Topic 3: Food Science<br>Topic 4: Nutrition<br>Topic 5: Menu Planning<br>Topic 6: Careers in Foods and Fashion |
| 1 Quarter | Sewing | Topic 1: Dress for Success<br>Topic 2: Machine Sewing Preparation<br>Topic 3: Hand Sewing Project                                                                     |

# **Curriculum Revision Tracking**

**Spring, 2018**

All Units:

- Updated ISTE Standards

## Unit 1: Food

**Subject:** 8th Grade FACS

**Grade:** 8th

**Name of Unit:** Foods

**Length of Unit:** 1 Quarter

**Overview of Unit:** Students will continue to develop their cooking and foods skills through a variety of projects and hands-on labs. They will practice food handling techniques by making an egg dish, then explore how different adjustments to recipes and ingredients can affect food outcome. They will expand their knowledge of nutrients and how they affect their health while learning good foods that contain them. They will also develop their menu planning and food budgeting skills by practicing those techniques with real world applications and a recipe that incorporates budget friendly food. Finally, they will explore career choices in the area of Foods and Fashion and determine which of those might be of interest to them as a career path. The foods studies will finish with a formal guest dinner planned and prepared by the students.

### **Priority Standards for unit:**

- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- 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 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 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 life span.
- NSFCSE.14.4 Evaluate factors that affect food safety from production through consumption.
- NSFCSE.8.1 Analyze career paths within the food production and food services industries.
- NSFCSE.9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.
- NSFCSE.16.1 Analyze career paths within textile apparel and design industries.

### **Supporting Standards for unit:**

- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes.

- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Plan strategies to guide inquiry.
  - Process data and report results.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.

| <b>Unwrapped Concepts<br/>(Students need to know)</b>                                                                                       | <b>Unwrapped Skills<br/>(Students need to be able to do)</b> | <b>Bloom's<br/>Taxonomy<br/>Levels</b> | <b>Webb's<br/>DOK</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| nutrition principles, food plans, preparation techniques and specialized dietary plans                                                      | Evaluate                                                     | Evaluate                               | 3                     |
| basic concepts of nutrition and nutritional therapy in a variety of settings                                                                | Apply                                                        | Apply                                  | 3                     |
| food safety and sanitation procedures                                                                                                       | Demonstrate                                                  | Apply                                  | 2                     |
| menu planning principles and techniques based on standardized recipes to meet customer needs.                                               | Demonstrate                                                  | Create                                 | 3                     |
| professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs | Demonstrate                                                  | Apply                                  | 2                     |

|                                                                                                                                 |             |          |   |
|---------------------------------------------------------------------------------------------------------------------------------|-------------|----------|---|
| ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span | Demonstrate | Apply    | 2 |
| factors that affect food safety from production through consumption                                                             | Evaluate    | Evaluate | 3 |
| career paths within the food production and food services industries                                                            | Analyze     | Analyze  | 3 |
| career paths within food science, food technology, dietetics, and nutrition industries                                          | Analyze     | Analyze  | 3 |
| career paths within textile apparel and design industries                                                                       | Analyze     | Analyze  | 3 |

### **Essential Questions:**

1. Why is it important to be able to apply safe and sanitary cooking procedures?
2. Why is it important to understand how to correctly interpret and follow a recipe?
3. Why is it important to understand the components of nutrition and how different foods affect your body?
4. Why is it important to be able to plan and budget for personal and family meals?
5. Why is it important to explore career options in the food and fashion industries?

### **Enduring Understanding/Big Ideas:**

1. In order to prevent injuries in the kitchen, students 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. It is important to correctly follow a recipe in order to produce the highest quality food and to understand how individual ingredients can affect the quality of a recipe.
3. To be your healthiest, you need to know what nutrients your body needs, what foods to eat to get those nutrients, and how different foods can affect your body both positively and negatively.
4. You need to be able to plan and budget for meals in order to provide a variety of foods, maximize your healthy choices and budget responsibly.
5. We explore career options in the food and fashion industries to demonstrate the choices available to the students who have an interest in those areas.

### **Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific            |
|---------------------------------|------------------------------------|
| Nutrition<br>Calories           | Cross Contamination<br>Danger Zone |

|                            |                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Equivalents<br>Conversions | Sanitation<br>Food Safety<br>Nutrition<br>Proteins<br>Fat<br>Vitamins<br>Minerals<br>Carbohydrates<br>Serving Size<br>Equivalents<br>Conversions<br>Etiquette |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Resources for Vocabulary Development:** Applied Life Skills 2010 textbook

## Topic 1: Lab Procedures

### **Engaging Experience 1**

**Title:** Lab Procedures Cooking Lab

**Suggested Length of Time:** 4 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:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will demonstrate their knowledge of FACS class lab procedures, such as assigning cooking jobs, collecting ingredients, time management, and lab clean-up by preparing Monkey Bread in a lab situation with their cooking group.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: Food Sanitation

### **Engaging Experience 1**

**Title:** Kitchen Sanitation and Safety

**Suggested Length of Time:** 1 Week

#### **Standards Addressed**

##### *Priority:*

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.
- NSFCSE.14.4 Evaluate factors that affect food safety from production through consumption.

##### *Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will work in groups of 3-6 to create a 3-slide multimedia presentation over one aspect of food sanitation or safety, such as foodborne illness, cuts or burns. One slide will detail methods of preventing the incident, and another slide will detail methods of treatment in case the incident should occur. The third slide should include visuals to enhance their presentation. Students will use class discussion and research to find their information and then present the PowerPoint to the class.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Omelet Lab

**Suggested Length of Time:** 2 Days

#### **Standards Addressed**

##### *Priority:*

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.

*Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will demonstrate their ability to apply food safety procedures, such as preventing burns, and safe food handling procedures to prevent foodborne illness by preparing individual 2-egg omelets, or other egg-based recipe.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: Food Science

### **Engaging Experience 1**

**Title:** Crazy Cookie Lab

**Suggested Length of Time:** 1 Week

#### **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:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Plan strategies to guide inquiry.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions: Cookie Recipe Change-up**

- Day 1: Students will work in their cooking group of 3-6. 3 kitchens will be given incorrect recipes: K1-Don't follow steps, just put everything in bowl and mix once. K2-Recipe will use triple the baking soda. K3-recipe will use half the flour. All students will be given the incorrect recipes along with the correct recipe. They must write down their theory on what they think will happen when each incorrect recipe is followed and defend their theory.
- Day 2: Students will watch the teacher demonstrate the correct way to make the cookies and fill out their lab plan, assigning cooking jobs to group members.
- Day 3: Students will work in cooking groups to make the cookie dough. Kitchens 1-3 will make incorrect recipes. Kitchens 4-6 will make correct recipes. Cookie dough will be refrigerated until following day.
- Day 4: Students will bake cookies and provide samples of their cookies for every student in class. Students will sample and evaluate on a chart, all cookies according to appearance, taste and texture.
- Day 5: Students will share their thoughts on the activity, discussing if their theories were correct, and if not, evaluate what really happened, and why the outcome didn't agree with their theory.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 4: Nutrition

### **Engaging Experience 1**

**Title:** The Nutrients

**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:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will work in groups of 3-6 to prepare a multimedia presentation over a nutrient group, such as protein or carbohydrates. They will need to cover what the nutrient does for your health, what a lack of it will do to your health and include good sources of the nutrient. They will present these to the class.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Fed Up

**Suggested Length of Time:** 4 Days

**Standards Addressed**

*Priority:*

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

*Supporting:*

- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will view the documentary Fed Up. During the course of viewing, they will complete tasks such as determining their Body Mass Index, as one component of assessing health, researching factors that lead to the development of Type 2 Diabetes and some of its' effect on health, looking up how much sugar is in their favorite foods, and determining fat and calorie levels in some of their favorite foods. They will use all this information to evaluate their own food and lifestyle choices and set 3 goals for improving those choices. If they feel they are already making good, healthy choices, they must include a 2 paragraph written defense of those choices.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Healthy Snack 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.
- NSFCSE 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to 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 life span.

*Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will prepare a healthy snack, such as granola bars, after watching the teacher demonstrating. This recipe teaches them to use healthy ingredients to put together a quick and easy snack that's still nutritious. Their lab evaluation will include a section to compare the nutrition information, such as fat and calories, of the granola bars to the same information on their favorite snack.

**Bloom's Levels:** Apply

**Webb's DOK:** 2, 3

## Topic 5: Menu Planning

### **Engaging Experience 1**

**Title:** Menu Planning on a Budget

**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:*

- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

**Detailed Description/Instructions:** Grocery Ads from the 4-5 closest grocery stores will be provided to students. They will, individually, use those ads to plan a meal for a family of four, that includes all the food groups and costs \$10 or less in order to demonstrate the ability to combine meal planning and budgeting skills. This gives the students experience planning healthy, economical meals.

**Bloom's Levels:** Apply; **Webb's DOK:** 2

## **Engaging Experience 2**

**Title:** Burrito Lab

**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 life span.

*Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.

**Detailed Description/Instructions:** Students will watch the teacher demonstrate (Day 1) and then prepare (Day 2) meat and bean burritos. This recipe allows the students to demonstrate how to stretch a food budget by adding food extenders such as beans to make more servings.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 6: Careers in Foods and Fashion

### **Engaging Experience 1**

**Title:** Career Choices in Foods and Fashion

**Suggested Length of Time:** 4 Days

#### **Standards Addressed**

##### *Priority:*

- NSFCSE.8.1 Analyze career paths within the food production and food services industries.
- NSFCSE.9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.
- NSFCSE.16.1 Analyze career paths within textile apparel and design industries.

##### *Supporting:*

- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will take a survey to determine which area in Foods and Fashion their interests and skills lie. They will then research that career path and determine what education is required, what types of jobs are available, and salary that can be expected. This could include interviewing and expert in the field if the student desires. They will create a presentation of their choice: written, PowerPoint, video, etc. and will present this to the class.

**Bloom's Levels:** Analyze

**Webb's DOK:** 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.)

Students will participate in a culminating activity in which they will plan to prepare a nutritious meal for a guest featuring chicken stir fry. They will determine the cost per serving of the meal, and provide basic nutrition information such as protein, fat and calorie counts. They will use the safety and sanitation practices they have learned to prepare the meal in a way that avoids cross-contamination by using separate cutting boards and knives. They will issue a proper invitation. They will then properly set their table and have a teacher guest eat with them as they practice proper etiquette.

The guest will evaluate the students on the table setting, the food and the students' table manners. This will be part of their assessment.

## Summary of Engaging Learning Experiences for Topics

| Topic           | Engaging Experience Title     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Length of Time |
|-----------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Lab Procedures  | Lab Procedures Cooking Lab    | Students will demonstrate their knowledge of FACS class lab procedures, such as assigning cooking jobs, collecting ingredients, time management, and lab clean-up by preparing Monkey Bread in a lab situation with their cooking group.                                                                                                                                                                                                                                                                              | 4 Days                   |
| Food Sanitation | Kitchen Sanitation and Safety | Students will work in groups of 3-6 to create a 3-slide multimedia presentation over one aspect of food sanitation or safety, such as foodborne illness, cuts or burns. One slide will detail methods of preventing the incident, and another slide will detail methods of treatment in case the incident should occur. The third slide should include visuals to enhance their presentation. Students will use class discussion and research to find their information and then present the PowerPoint to the class. | 1 Week                   |
| Food Sanitation | Omelet Lab                    | Students will demonstrate their ability to apply food safety procedures, such as preventing burns, and safe food handling procedures to prevent foodborne illness by preparing individual 2-egg omelets, or other egg-based recipe.                                                                                                                                                                                                                                                                                   | 2 Days                   |
| Food Science    | Crazy Cookie Lab              | Day 1: Students will work in their cooking group of 3-6. 3 kitchens will be given incorrect recipes: K1-Don't follow steps, just put everything in bowl and mix once. K2-Recipe will use triple the baking soda. K3-recipe will use half the flour. All students will be given the incorrect recipes along with the correct recipe. They must write down their theory on what they think will happen when                                                                                                             | 1 Week                   |

|           |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
|-----------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|           |               | <p>each incorrect recipe is followed and defend their theory.</p> <p>Day 2: Students will watch the teacher demonstrate the correct way to make the cookies and fill out their lab plan, assigning cooking jobs to group members.</p> <p>Day 3: Students will work in cooking groups to make the cookie dough. Kitchens 1-3 will make incorrect recipes. Kitchens 4-6 will make correct recipes. Cookie dough will be refrigerated until following day.</p> <p>Day 4: Students will bake cookies and provide samples of their cookies for every student in class. Students will sample and evaluate on a chart, all cookies according to appearance, taste and texture.</p> <p>Day 5: Students will share their thoughts on the activity, discussing if their theories were correct, and if not, evaluate what really happened, and why the outcome didn't agree with their theory.</p> |        |
| Nutrition | The Nutrients | Students will work in groups of 3-6 to prepare a multimedia presentation over a nutrient group, such as protein or carbohydrates. They will need to cover what the nutrient does for your health, what a lack of it will do to your health and include good sources of the nutrient. They will present these to the class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3 Days |
| Nutrition | Fed Up        | Students will view the documentary Fed Up. During the course of viewing, they will complete tasks such as determining their Body Mass Index, as one component of assessing health, researching factors that lead to the development of Type 2 Diabetes and some of its' effect on health, looking up how much sugar is in their favorite foods, and determining fat and calorie levels in some of their favorite foods. They will use all this information to evaluate their own food and lifestyle choices and set 3 goals for                                                                                                                                                                                                                                                                                                                                                         | 4 Days |

|                              |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |
|------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                              |                                     | improving those choices. If they feel they are already making good, healthy choices, they must include a 2 paragraph written defense of those choices.                                                                                                                                                                                                                                                                                                               |        |
| Nutrition                    | Healthy Snack Lab                   | Students will prepare a healthy snack, such as granola bars, after watching the teacher demonstrating. This recipe teaches them to use healthy ingredients to put together a quick and easy snack that's still nutritious. Their lab evaluation will include a section to compare the nutrition information, such as fat and calories, of the granola bars to the same information on their favorite snack.                                                          | 3 Days |
| Menu Planning                | Menu Planning on a Budget           | Grocery Ads from the 4-5 closest grocery stores will be provided to students. They will, individually, use those ads to plan a meal for a family of four, that includes all the food groups and costs \$10 or less in order to demonstrate the ability to combine meal planning and budgeting skills. This gives the students experience planning healthy, economical meals.                                                                                         | 1 Day  |
| Menu Planning                | Burrito Lab                         | Students will watch the teacher demonstrate (Day 1) and then prepare (Day 2) meat and bean burritos. This recipe allows the students to demonstrate how to stretch a food budget by adding food extenders such as beans to make more servings.                                                                                                                                                                                                                       | 2 Days |
| Careers in Foods and Fashion | Career Choices in Foods and Fashion | Students will take a survey to determine which area in Foods and Fashion their interests and skills lie. They will then research that career path and determine what education is required, what types of jobs are available, and salary that can be expected. This could include interviewing and expert in the field if the student desires. They will create a presentation of their choice: written, PowerPoint, video, etc. and will present this to the class. | 4 Days |

## Unit 2: Sewing

**Subject:** 8th Grade Sewing

**Grade:** 8th

**Name of Unit:** Sewing Unit

**Length of Unit:** 1 Quarter

**Overview of Unit:** Students will analyze how to look their best by examining the different body types and exploring clothing styles that best enhance those body types, as well as experiment with color choices to determine what colors are most complimentary to their complexion. They will also continue to expand their machine and hand sewing skills by creating pajama pants and a fur hand sewing project of their choice. They will learn new techniques, such as measuring to the grain line and making a casing in their pants, and reading and applying pattern directions while working on their hand sewing 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.

### **Supporting Standards for unit:**

- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

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

**Essential Questions:**

1. Why is important to know which colors and clothing styles look best on you?
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. You need to know which colors and clothing styles look best on you to look your best and improve self-confidence.
2. You need to be able to correctly thread a sewing machine in order for it to run properly as you construct your project, and trouble-shoot 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's important to follow the prescribed steps when producing a sewing project so the completed project is put together correctly and attractively.

**Unit Vocabulary:**

| <b>Academic Cross-Curricular Words</b> | <b>Content/Domain Specific</b>                                                                                                                                                                               |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Hand Wheel<br>Stitch Length Dial<br>Presser Foot<br>Feed Dogs<br>Body Measurements<br>Pattern Envelope<br>Bobbin<br>Pattern Guide Sheet<br>Backstitch<br>Seam Allowance<br>Overcast Stitch<br>Running Stitch |

**Resources for Vocabulary Development:** Applied Life Skills 2010 Textbook

## Topic 1: Dress for Success

### **Engaging Experience 1**

**Title:** My Colors

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- NSFCSE.16.2 Evaluate fiber and textile products and materials.

*Supporting:*

- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will research how color can enhance your appearance and increase self-confidence. They will use a variety of fabric colors to drape on themselves to determine the best colors for their own complexion. They will video each other wearing the different colors, compare and contrast which of those colors look best on them, and develop a color chart for themselves of their best color choices.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Dressing for Your Body Type

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- NSFCSE.16.2 Evaluate fiber and textile products and materials.

*Supporting:*

- ISTE 2 - Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - Contribute to project teams to produce original works or solve problems.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

**Detailed Description/Instructions:** Students will explore the various body types and determine clothing styles that best enhance those body types. They will work in groups of 3-6 to prepare a presentation on a particular body type such as pear or apple, define what makes that body type, share examples of outfits that would be most flattering to that particular type, and what attributes make them appropriate for that body type. They will then present to the class.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 2

## Topic 2: Machine Sewing Preparation

### **Engaging Experience 1**

**Title:** Preparing To Sew

**Suggested Length of Time:** 4 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 participate in review activities such as partnering to go over machine parts and bobbin winding and machine threading, then demonstrate their ability to accomplish it individually, by taking a machine parts assessment, winding a bobbin with their project thread, and demonstrating the ability to thread their machine in 60 seconds or less.

**Bloom's Levels:** Create

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Machine Sewing Project

**Suggested Length of Time:** 2.5 Weeks

**Standards Addressed**

*Priority:*

- 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.

*Supporting:*

- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will select fabric to make pajama pants. They will measure themselves and determine their clothing size, 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:** Evaluate, Create

**Webb's DOK:** 2, 3

## Topic 3: Hand Sewing Project

### **Engaging Experience 1**

**Title:** Hand Sewing Preparation

**Suggested Length of Time:** 2 Days

#### **Standards Addressed**

##### *Priority:*

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

##### *Supporting:*

- ISTE 1 - Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes.
- ISTE 4 - Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will select a hand sewing project from a variety of fur projects (ex. a football, teddy bear, bunny) and cut out all the individual pieces. They will practice reading written directions and applying them to create their project using the running stitch, the overcast stitch and the blanket stitch as required by the project.

**Bloom's Levels:** Create

**Webb's DOK:** 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.)

As a culminating activity, students will complete a pair of pajama pants by successfully completing the following steps:

1. Pin inseams together on both pant legs with fabric edges touching and pins perpendicular to fabric edge.
2. Sew inseams with a  $\frac{5}{8}$ " seam allowance.
3. Iron seam allowances open.
4. Pin horseshoe together with fabric edges touching and pins perpendicular to fabric edge.
5. Sew horseshoe at  $\frac{5}{8}$ " seam allowance, and again at  $\frac{4}{8}$ ".
6. Refold project into pants and pin outer seams with fabric edges touching and pins perpendicular to fabric edge.
7. Sew outer seams at  $\frac{5}{8}$ " seam allowance.
8. Using iron and seam gauge, turn upper edge of pants inside  $\frac{1}{2}$ ", then  $1\frac{1}{2}$ " to form casing. Pin perpendicular to fold.
9. Sew along lower folded edge of casing leaving a  $2\frac{1}{2}$ " opening.
10. Use a safety pin to insert elastic, then size it to student and sew ends together.
11. Use iron to turn lower edge of each pant leg up  $\frac{1}{2}$ " and another  $\frac{1}{2}$ " to create hem. Pin perpendicular to edge.
12. Sew along upper folded edge of hem.

## Summary of Engaging Learning Experiences for Topics

| <b>Topic</b>               | <b>Engaging Experience Title</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Suggested Length of Time</b> |
|----------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Dress for Success          | My Colors                        | Students will research how color can enhance your appearance and increase self-confidence. They will use a variety of fabric colors to drape on themselves to determine the best colors for their own complexion. They will video each other wearing the different colors, compare and contrast which of those colors look best on them, and develop a color chart for themselves of their best color choices.                                  | 2 Days                          |
| Dress for Success          | Dressing for your Body Type      | Students will explore the various body types and determine clothing styles that best enhance those body types. They will work in groups of 3-6 to prepare a presentation on a particular body type such as pear or apple, define what makes that body type, share examples of outfits that would be most flattering to that particular type, and what attributes make them appropriate for that body type. They will then present to the class. | 2 Days                          |
| Machine Sewing Preparation | Preparing to Sew                 | Students will participate in review activities such as partnering to go over machine parts and bobbin winding and machine threading, then demonstrate their ability to accomplish it individually, by taking a machine parts assessment, winding a bobbin with their project thread, and demonstrating the ability to thread their machine in 60 seconds or less.                                                                               | 4 Days                          |
| Machine Sewing Preparation | Machine Sewing Project           | Students will select fabric to make pajama pants. They will measure themselves and determine their clothing size, then cut out their paper pattern in the correct size. They will pin the pattern pieces to their cloth and cut those pieces out.                                                                                                                                                                                               | 2.5 Weeks                       |

|                     |                         |                                                                                                                                                                                                                                                                                                                                               |        |
|---------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Hand Sewing Project | Hand Sewing Preparation | Students will select a hand sewing project from a variety of fur projects (ex. a football, teddy bear, bunny) and cut out all the individual pieces. They will practice reading written directions and applying them to create their project using the running stitch, the overcast stitch and the blanket stitch as required by the project. | 2 Days |
|---------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|

## 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.