



Park Hill School District

Building Successful Futures • Each Student • Every Day

MS Adapted FACS Curriculum

Course Description:

Adapted FACS is a course designed to increase individual independence through a variety of topics. This course will focus on improving fine motor skills, cooking, sewing and a range of various independent living skills.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
40 Days	Safety, Nutrition and Cooking Basics	Topic 1: Kitchen Tools and Equipment Topic 2: Kitchen Safety Topic 3: Nutrition Topic 4: Following and Preparing Recipes
40 Days	Clothing Care and Product Creations	Topic 1: Sewing Tools and Equipment Topic 2: Clothing Care (washing, drying, sorting, hanging, and folding) Topic 3: Creating Various Products

Unit 1: Safety, Nutrition, and Cooking Basics

Subject: Middle School Adapted FACS

Grade: 6-8

Name of Unit: Safety, Nutrition, and Cooking Basics

Length of Unit: 40 Days

Overview of Unit: This unit helps students safely prepare recipes and properly use equipment.

Priority Standards for unit:

- **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: 9.4** Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

Essential Questions:

1. How do food choices influence and affect your daily life?
2. Why is it important to practice safety in the kitchen?
3. What is the proper way to use various cooking equipment?

Enduring Understanding/Big Ideas:

1. Students will understand the four ways food influences people; culturally, physically, socially, and psychologically. Students will self-reflect on each component of how food has influenced them in their personal lives.
2. Keeping surfaces and utensils clean will prevent food poisoning.
3. Identifying proper use will prevent injuries and damage to equipment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Safety: Hot/Cold, On/Off, Clean-up Nutrition: Fruit, Vegetables, Protein, Dairy, Grains Cooking Basics: Measuring, More, Eat, Drink, Good/Bad	Safety: Sharp, Oven Mitts, Potholder, Expiration Dates, Stove, Oven, Microwave Nutrition: My Plate, Servings, Healthy Cooking Basics: Recipe, Ingredients, Utensils, Pans, Pots, Cooking Sheets

Link to Icons for Vocab Words:

https://drive.google.com/drive/folders/1PRqSELcFM - UzDitp9z8Y5UIGcdpU9gY?usp=share_link

Additional Resources and a List of Items to Support Lesson Design:

- <https://accessiblechef.com/recipes/>
- https://drive.google.com/drive/folders/1nfzntsMzfWk_bmH03f8x9riW7PLMeoYv?usp=sharing

Unwrapped Priority Standards:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
Learning Targets
Students will demonstrate the ability to properly wash and dry hands.
Students will demonstrate the ability to sanitize kitchen surfaces.
Students will be able to properly wash and dry kitchen utensils, plates and cookware.
Students will identify how to properly store food and ingredients.
Priority Standard 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.
Learning Targets
Students will demonstrate how to use a variety of kitchen utensils in a safe way.
Students will demonstrate how to use a variety of kitchen appliances in a safe way.
Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Priority Standard NSFCSE: 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

Learning Targets

Students will be able to identify where foods belong in the USDA My Plate (sort by food category).

Students will sample a variety of nutritious food choices to expand their palates.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Engaging Scenario

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

Length of time: 2 - 3 Days

Description of Scenario: Students will use proper measuring techniques and sanitation methods to create a mason jar dessert mix to take home to cook with their families.

Ingredients for Dessert Mason Jar:

1 3/4 cups all-purpose flour

3/4 teaspoon baking soda

3/4 teaspoon salt

1 1/2 cups (9 ounces) NESTLÉ® TOLL HOUSE® Semi-Sweet Chocolate Morsels

3/4 cup packed brown sugar

1/2 cup granulated sugar

3/4 cup (1 1/2 sticks) butter or margarine, softened

1 large egg

3/4 teaspoon vanilla extract

1/2 cup chopped nuts (optional)

Website: <https://www.verybestbaking.com/toll-house/recipes/chocolate-chip-cookie-mix-jar/>

Topic 1: Kitchen Tools and Equipment

Engaging Experience 1

Title: Handwashing Practice

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
Learning Targets
Students will demonstrate the ability to properly wash and dry hands.
Students will demonstrate the ability to sanitize kitchen surfaces.
Students will be able to properly wash and dry kitchen utensils, plates and cookware.
Identify how to properly store food and ingredients.

Detailed Description/Instructions:

Students will practice singing the Happy Birthday song or ABC song (approximately 20 seconds) to learn how long they should wash their hands. Visuals will be shared, and students will practice washing and drying their hands. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Hand Washing.

Link: <https://drive.google.com/drive/folders/1r4qtQSMxqtdvl-f-KfAMroArwH29o2NI?usp=sharing>

Engaging Experience 2

Title: Dishwashing

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
Learning Targets
Students will demonstrate the ability to properly wash and dry hands.
Students will demonstrate the ability to sanitize kitchen surfaces.
Students will be able to properly wash and dry kitchen utensils, plates and cookware.
Identify how to properly store food and ingredients.

Detailed Description/Instructions:

Students will practice washing dishes in the lab. *You can set how many dishes/types/are they doing all steps or just one, you could change this to loading a dishwasher as well. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Washing and Drying Dishes.

Link: https://drive.google.com/drive/folders/1h_DS6ClcSShqEYgdTcaT2cXpWV86dLt-?usp=sharing

Engaging Experience 3

Title: Sanitizing Surfaces

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
--

Learning Targets

Students will demonstrate the ability to properly wash and dry hands.

Students will demonstrate the ability to sanitize kitchen surfaces.

Students will be able to properly wash and dry kitchen utensils, plates and cookware.

Identify how to properly store food and ingredients.
--

Detailed Description/Instructions:

Students will practice using sanitizing spray to clean countertops, stovetops, microwaves, cabinets, tabletops. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Cleaning.

Link: <https://drive.google.com/drive/folders/1tx4-WI93aFZmODiaT27bk1bw0GdqxBts?usp=sharing>

Engaging Experience 4

Title: Sanitation and Safety Video

Suggested Length of Time: 1 day

Standards Addressed:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
Learning Targets
Students will demonstrate the ability to properly wash and dry hands.
Students will demonstrate the ability to sanitize kitchen surfaces.
Students will be able to properly wash and dry kitchen utensils, plates and cookware.
Identify how to properly store food and ingredients.

Detailed Description/Instructions:

Students will watch the video of the teacher's choice that demonstrates proper kitchen sanitation and safety. *Students could write down, point to, thumbs up or thumbs down in reaction to the characters actions. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Kitchen Safety.

Link:

<https://drive.google.com/drive/folders/13HodMU95crZqb5bKycoQKtGi5hSUIPJT?usp=sharing>

Engaging Experience 5

Title: Storing Food Properly

Suggested Length of Time: 1 -2 Day

Standards Addressed:

Priority Standard NSFCSE 8.2 Demonstrate food safety and sanitation procedures.
Learning Targets
Students will demonstrate the ability to properly wash and dry hands.
Students will demonstrate the ability to sanitize kitchen surfaces.
Students will be able to properly wash and dry kitchen utensils, plates and cookware.
Identify how to properly store food and ingredients.

Detailed Description/Instructions:

Students will use file folder worksheets to put various food items in the correct location (fridge, freezer or pantry). Also, you can use the worksheets that show how to properly store food/leftovers. Students will practice storing leftovers properly. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder File Folder as well as Handling Food.

Link for File Folder:

https://drive.google.com/drive/folders/1jAZvVMQimidsXjVe_d2zGYcQrd09hNfH?usp=share_link

Link for Handling Food: https://drive.google.com/drive/folders/1cWD_qc4MnM81GBplj-yDSel2o961uc-7?usp=share_link

Topic 2: Kitchen Safety

Engaging Experience 1

Title: Kitchen Scavenger Hunt

Suggested Length of Time: 1 Day

Standards Addressed:

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

Learning Targets

Students will demonstrate how to use a variety of kitchen utensils in a safe way.

Students will demonstrate how to use a variety of kitchen appliances in a safe way.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will be shown various visuals and be asked to search the kitchen to find the item. Students will then be celebrated for their success. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Icons.

Link: https://drive.google.com/drive/folders/1PRqSELcFM_UzDitp9z8Y5UIGcdpU9gY?usp=share_link

Engaging Experience 2

Title: Kitchen Tools Bingo

Suggested Length of Time: 1 Day

Standards Addressed:

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

Learning Targets

Students will demonstrate how to use a variety of kitchen utensils in a safe way.

Students will demonstrate how to use a variety of kitchen appliances in a safe way.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will have bingo cards and will mark the appropriate items/tools.

Engaging Experience 3

Title: Rice Krispy Treats Lab

Suggested Length of Time: 1 Day

Standards Addressed:

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

Learning Targets

Students will demonstrate how to use a variety of kitchen utensils in a safe way.

Students will demonstrate how to use a variety of kitchen appliances in a safe way.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will use an adapted recipe to create Rice Krispy Treats. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Recipes.

Link:

https://drive.google.com/drive/folders/1IMo_PCctKRj5GpYX_h7Bl2j2uPeg2tIW?usp=share_link

Topic 3: Nutrition

Engaging Experience 1

Title: My Plate

Suggested Length of Time: 2-3 Days

Standards Addressed:

Priority Standard 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

Learning Targets

Students will be able to identify where foods belong in the USDA My Plate (sort by food category).

Students will sample a variety of nutritious food choices to expand their palates.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will identify the different categories of the My Plate. Then students will find foods that fit into each category. They can do this with specific categories like fruits and have students search magazines, then cut out all fruits they find. Use plastic/rubber models and put on an actual plate. They could have the food groups on the computer and have students clip pictures and add to My Plate. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder My Plate.

Link:

https://drive.google.com/drive/folders/1FhjudwhqliQUivD5ki71bVGOJjrhq7Do?usp=share_link

Engaging Experience 2

Title: Food Sampling

Suggested Length of Time: 2-3 Days

Standards Addressed:

Priority Standard 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

Learning Targets

Students will be able to identify where foods belong in the USDA My Plate (sort by food category).

Students will sample a variety of nutritious food choices to expand their palates.

Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will help prepare samples of various nutritious foods, (strawberries, bananas, green beans, asparagus, beans, etc.) then evaluate whether they like or dislike the item. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder My Plate.

Link:

https://drive.google.com/drive/folders/1FhjudwhqliQUivD5ki71bVGOJjrhq7Do?usp=share_link

Engaging Experience 3

Title: Oatmeal Lab

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.
Learning Targets
Students will be able to identify where foods belong in the USDA My Plate (sort by food category).
Students will sample a variety of nutritious food choices to expand their palates.
Students will be able to complete a recipe that includes four or fewer ingredients with minimal adult assistance.

Detailed Description/Instructions:

Students will use an adapted recipe to make oatmeal. *can add mix-ins (raisins, brown sugar, chopped nuts, flax seeds, chocolate chips, etc. For visual supports, please go to the Google Drive for FACs Resources, under Safety, Nutrition, and Cooking Basics within the folder Recipes.

Link:

https://drive.google.com/drive/folders/1IMo_PCcTKRj5GpYX_h7Bl2j2uPeg2tIW?usp=share_link

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Handwashing Practice	Students will practice singing the Happy Birthday song or ABC song (approximately 20 seconds) to learn how long they should wash their hands.	1 Day
1	Dishwashing	Students will practice washing dishes in the lab.	1 Day
1	Sanitizing Surfaces	Students will practice using sanitizing spray to clean countertops, stovetops, microwaves, cabinets, tabletops.	1 Day
1	Sanitation and Safety Video	Students will watch the video of the teacher's choice that demonstrates proper kitchen sanitation and safety.	1 Day
1	Storing Food Properly	Students will use file folder worksheets to put various food items in the correct location (fridge, freezer or pantry)	2 Days
2	Kitchen Scavenger Hunt	Students will be shown various visuals and be asked to search the kitchen to find the item.	1 Day
2	Kitchen Tools Bingo	Students will have bingo cards and will mark the appropriate items/tools.	1 Day
2	Rice Krispy Treats Lab	Students will use an adapted recipe to create Rice Krispy Treats.	1 Day
3	My Plate	Students will identify the different categories of the My Plate.	3 Days
3	Food Sampling	Students will help prepare samples of various nutritious foods then evaluate whether they like or dislike the item.	3 Days

3	Oatmeal Lab	Students will use an adapted recipe to make oatmeal.	1 Day
Engaging Scenario: Students will use proper measuring techniques and sanitation methods to create a mason jar dessert mix to take home to cook with their families.			3 Days

Unit 2: Clothing Care and Product Creations

Subject: Middle School Adapted FACS

Grade: 6-8

Name of Unit: Clothing Care and Product Creations

Length of Unit: 40 Days

Overview of Unit: This unit teaches students how to properly care and maintain clothing. Students will create homemade items by using various sewing supplies.

Priority Standards for unit:

- **NSFCSE: 16.2** Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.
- **NSFCSE: 16.4** Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.

Essential Questions:

1. How can various materials be used to produce a product?
2. How does proper clothing care help maintain the quality of the clothes?

Enduring Understanding/Big Ideas:

1. Proper use of equipment and materials can be used to create a product.
2. Proper care of the clothing can maintain extended use of the garment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Clothing Care: Fold, Sort, Hot/Cold, Clean/Dirty, Old/New	Clothing Care: Zip, Hang, Snap, Hanger, Laundry, Detergent, Washing Machine, Dryer, Stain Remover
Product Creations: Scissors, Colors, Big/Little, Shapes, Start/End	Product Creations: Needle, Yarn, Thread, Fabric, Stuffing, Tray

Link to Icons for Vocab Words:

https://drive.google.com/drive/folders/1H3uXkq14BfwXUvf5PIGjcCVEjE0umWjS?usp=share_link

Additional Resources and a List of Items to Support Lesson Design:

- https://drive.google.com/drive/folders/1fypLn0mWnwwRrcwqDWjY74xRU-iRkqcd?usp=share_link
- https://docs.google.com/document/d/1qG5BNTBBJeKAQsU1F9U3QFu0y-Gs4pVJBpQsKJrkTck/edit?usp=share_link

Unwrapped Priority Standards:

Priority Standard: NSFCSE 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.
Learning Targets
Students will use fine motor skills to assist in properly storing clothes.
Students will be able to sort clothing (colors, construction, clean/dirty, seasonal).
Students will be able to demonstrate basic clothing care (washing, hanging, folding, drying, stain treatment).
Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
Learning Targets
Students will use thread, yarn or other various materials into guided spaces to produce products.
Students will improve fine motor skills through use of various equipment.
Students will identify various sewing equipment.

Engaging Scenario

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

Length of Time: 4 - 5 Days

Description of Scenario: Students will use their knowledge to create a tissue paper holder. The skills that they would use is fabric selection, creativity, and basic sewing skills.

Website: <https://satsumadesigns.com/blogs/satsuma-designs/18046268-felt-frog-tissue-holder>
<https://wraysist3rs.blogspot.com/2011/02/making-colds-fun.html>



Topic 1: Sewing Tools and Equipment

Engaging Experience 1

Title: Sewing Tool Bingo

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.

Learning Targets

Students will use thread, yarn or other various materials into guided spaces to produce products.

Students will improve fine motor skills through use of various equipment.

Students will identify various sewing equipment.

Detailed Description/Instructions:

Students will use a bingo board to identify and match the sewing tools/names.

Engaging Experience 2

Title: Sewing Tool Scavenger Hunt/Memory Game

Suggested Length of Time: 1 Day

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.

Learning Targets

Students will use thread, yarn or other various materials into guided spaces to produce products.

Students will improve fine motor skills through use of various equipment.

Students will identify various sewing equipment.

Detailed Description/Instructions:

Students will find where various tools are located in the classroom using a set of visuals to guide them. For visual support, please go to the Google Drive for FACs Resources, under Clothing Care and Product Creations within the folder Icons.

Link:

https://drive.google.com/drive/folders/1H3uXkq14BfwXUvf5PIGjcCVEjE0umWjS?usp=share_link

Topic 2: Sewing Care (washing, drying, sorting, hanging, and folding)

Engaging Experience 1

Title: Storing Clothes

Suggested Length of Time: 1 (Can be used on a weekly basis for continued practice)

Standards Addressed:

Priority Standard: NSFCSE 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.

Learning Targets

Students will use fine motor skills to assist in properly storing clothes.

Students will be able to sort clothing (colors, construction, clean/dirty, seasonal).

Students will be able to demonstrate basic clothing care (washing, hanging, folding, drying, stain treatment).

Detailed Description/Instructions:

Students will use various boards or actual clothing samples to practice: buttoning, zipping, lacing, snapping, and hanging up clothing. For visual supports, please go to the Google Drive for FACs Resources, under Clothing Care and Product Creations within the folder Laundry.

Link:

https://drive.google.com/drive/folders/1yf99pIRzTkEVEeLZcmEtIV03YcN0aSij?usp=share_link

Engaging Experience 2

Title: Sorting Clothing

Suggested Length of Time: 1 (Can be used on a weekly basis for continued practice)

Standards Addressed:

Priority Standard: NSFCSE 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.

Learning Targets

Students will use fine motor skills to assist in properly storing clothes.

Students will be able to sort clothing (colors, construction, clean/dirty, seasonal).

Students will be able to demonstrate basic clothing care (washing, hanging, folding, drying, stain treatment).

Detailed Description/Instructions:

Students will sort clothes based on color, type of clothing (seasonal, jeans, t-shirts). For visual support, please go to the Google Drive for FACs Resources, under Clothing Care and Product Creations within the folder File Folders.

Link:

https://drive.google.com/drive/folders/1Gvtoa3micQUgR8GjzEK30tNtt8W_DVqW?usp=s
[hare link](#)

Engaging Experience 3

Title: Washing/Folding

Suggested Length of Time: 1 (Can be used on a weekly basis for continued practice)

Standards Addressed:

Priority Standard: NSFCSE 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.

Learning Targets

Students will use fine motor skills to assist in properly storing clothes.

Students will be able to sort clothing (colors, construction, clean/dirty, seasonal).

Students will be able to demonstrate basic clothing care (washing, hanging, folding, drying, stain treatment).

Detailed Description/Instructions:

Students will practice starting a load of laundry, transferring clothes to the dryer and folding. Students can help fold towels/dishcloths weekly that are used from Foods courses. For visual supports, please go to the Google Drive for FACs Resources, under Clothing Care and Product Creations within the folder Laundry and File Folders.

Link for Laundry:

https://drive.google.com/drive/folders/1yf99pIRzTkEVEeLZcmEtIV03YcN0aSij?usp=share_link

Link for File Folders:

https://drive.google.com/drive/folders/1Gvtoa3micQUgR8GjzEK30tNtt8W_DVqW?usp=share_link

Topic 3: Creating Various Products

Engaging Experience 1

Title: Bead Work

Suggested Length of Time: 1-2 Days

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.

Learning Targets

Students will use thread, yarn or other various materials into guided spaces to produce products.

Students will improve fine motor skills through use of various equipment.

Students will identify various sewing equipment.

Detailed Description/Instructions:

Students will place beads on a pipe cleaner, then fold the ends to keep the beads on. Students can create various shapes. Bracelets could also be created using elastic string.

Engaging Experience 2

Title: Lacing Cards

Suggested Length of Time: 1-2 Days

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
--

Learning Targets

Students will use thread, yarn or other various materials into guided spaces to produce products.

Students will improve fine motor skills through use of various equipment.

Students will identify various sewing equipment.
--

Detailed Description/Instructions:

Students will use various lacing cards to string laces through the correct locations.

Engaging Experience 3

Title: Plastic mesh card stringing

Suggested Length of Time: 3-5 Days

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
--

Learning Targets

Students will use thread, yarn or other various materials into guided spaces to produce products.

Students will improve fine motor skills through use of various equipment.

Students will identify various sewing equipment.
--

Detailed Description/Instructions:

Students will use mesh plastic card shapes to create: keychains, bookmarks, coasters, and various shapes. Students will then thread various colorful yarn through the openings. Link to similar items needed. Link to similar project ideas.

<https://a.co/d/8Jt9r2i>

Engaging Experience 4

Title: Wallets

Suggested Length of Time: 3-5 Days

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
Learning Targets
Students will use thread, yarn or other various materials into guided spaces to produce products.
Students will improve fine motor skills through use of various equipment.
Students will identify various sewing equipment.

Detailed Description/Instructions:

Students will select various fabrics and then trace a wallet pattern onto the material. They will then cut out the material. Pre-created holes are placed on the edges and the student uses thread/yarn to go through the holes. The teacher will then add snaps or Velcro to close the wallet. This can also be done instead as a stuffy with various kits available on Amazon. Link to similar project ideas <https://a.co/d/ejoLGtK>

Engaging Experience 5

Title: Canvas Sewing

Suggested Length of Time: 3-5 Days

Standards Addressed:

Priority Standard Priority Standard Priority Standard: NSFCSE 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
Learning Targets
Students will use thread, yarn or other various materials into guided spaces to produce products.
Students will improve fine motor skills through use of various equipment.
Students will identify various sewing equipment.

Detailed Description/Instructions:

Students will find a simple picture of an item they enjoy. Then students will tape that item to their canvas and poke holes on the lines. Students will choose thread and sew on the holes/lines. Students will remove paper when finished to view their design.

Here is a link to a slide show of these and a few other project ideas:

<https://docs.google.com/presentation/d/1h-2AmjsMONvpikZIPOly8kgcmM3UZS-et-424NdETHw/edit?usp=sharing>

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Sewing Tools Bingo	Students will use a bingo board to identify and match the sewing tools/names.	1 Day
1	Sewing Tool Scavenger Hunt/Memory Game	Students will find where various tools are located in the classroom using a set of visuals to guide them.	1 Day
2	Storing Clothes	Students will use various boards or actual clothing samples to practice: buttoning, zipping, lacing, snapping, and hanging up clothing.	1 Day
2	Sorting Clothing	Students will sort clothes based on color, type of clothing (seasonal, jeans, t-shirts).	1 Day (1 Day weekly)
2	Washing/Folding	Students will practice starting a load of laundry, transferring clothes to the dryer and folding. Students can help fold towels/dishcloths weekly that are used from Foods courses.	1 Day (weekly)
3	Bead Work	Students will place beads on a pipe cleaner, then fold the ends to keep the beads on. Students can create various shapes. *bracelets could also be created using elastic string.	2 Days
3	Lacing Cards	Students will use various lacing cards to string laces through the correct locations.	2 Days
3	Plastic Mesh Card Stringing	Students will use mesh plastic card shapes to create: keychains, bookmarkers, coasters, and various shapes.	5 Days

3	Wallets	Students will select various fabrics and then trace a wallet pattern onto the material.	5 Days
3	Canvas Sewing	Students will choose thread and sew on the holes/lines.	5 Days
Engaging Scenario: Students will use their knowledge to create a tissue paper holder. The skills that they would use is fabric selection, creativity, and basic sewing skills.			4-5 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.