

Grade level: 8
Time Allotment: 3 weeks

Course Title: 8th Grade FCS

Topic/Concept: Hand sewing
Unit Sequence: 1

Major Concepts to be learned:

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| 1. Threading a needle | 3. Basic hand stitches: running, back, whip, blanket |
| 2. Tying knots | 4. Sewing on a button |

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• TSWBAT thread a handsewing needle and tie a knot.• TSWBAT neatly stitch and identify the 4 basic hand sewing stitches.• TSWBAT correctly sew on a 4-holed button.• TSWBAT tie off their stitches. |
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PA Standards/Anchors:

Eligible Content:

11.2.9-12.E Demonstrate skills needed to produce, alter, and repair, AND CARE FOR textiles and fashion apparel.	YouTube sewing videos
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Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• The teacher will demonstrate each skill one at a time.• The teacher will show the corresponding video.• The students will practice the skill.• The teacher will guide and direct as needed.• The students will be given time to practice their stitches.• The students will be given a hands-on test. | <ul style="list-style-type: none">• Observation• Hand sewing test |
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Grade level: 8
Time Allotment: 10 days

Course Title: 8th Grade FCS

Topic/Concept: Embroidery
Unit Sequence: 2

Major Concepts to be learned:

- Basic embroidery stitches
- Embroidery supplies

Expected Skills to be demonstrated:

- TSWBAT recognize the different materials used for embroidery vs hand sewing.
- TSWBAT choose a design that they want to embroider on their project.
- TSWBAT transfer their skills of hand sewing into learning new embroidery stitches.
- TSWBAT to complete their design in the time allotted.

PA Standards/Anchors:

Eligible Content:

11.2.9-12.E Demonstrate skills needed to produce, alter, and repair, AND CARE FOR textiles and fashion apparel.

Online resources

Instructional Strategies:

Assessments:

- The teacher will introduce the project.
- Students will choose their design.
- Students will learn the stitches needed for their design.
- Teacher will guide and direct as needed.
- Students will complete their project.

Final product

Grade level: 8
Time Allotment: 2 weeks

Course Title: 8th Grade FCS

Topic/Concept: Apron Project
Unit Sequence: 3

Major Concepts to be learned:

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|--------------------------------------|---------------------|
| 1. How to operate the sewing machine | 3. Invisible stitch |
| 2. Apparel construction techniques | |

Expected Skills to be demonstrated:

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| 1. TSWBAT identify parts of the sewing machine. | 5. TSWBAT precisely cut out the pieces needed. |
| 2. TSWBAT thread the sewing machine. | 6. TSWBAT pin and sew the pieces together according to instructions. |
| 3. TSWBAT correctly operate the sewing machine. | 7. TSWBAT finish the apron with an invisible stitch. |
| 4. TSWBAT place and trace the apron pattern accurately. | |

PA Standards/Anchors:

11.2.9-12.E Demonstrate skills needed to produce, alter, and repair, AND CARE FOR textiles and fashion apparel.
11.2.6-8.F Demonstrate laundering processes aligned with industry standards and regulations.

Eligible Content:

Verbal teacher instruction

Instructional Strategies:

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| <ul style="list-style-type: none">• The teacher will lead the class through demonstration and verbal instructions step by step through the project.• Students will have time to complete each step after given instructions.• The teacher will guide and direct as needed. | |
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Assessments:

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| <ul style="list-style-type: none">• Observations• Final product |
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Grade level: 8
Time Allotment: 2.5 weeks

Course Title: 8th Grade FCS

Topic/Concept: Kitchen Basics
Unit Sequence: 4

Major Concepts to be learned:

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| 1. Kitchen safety and sanitation | 3. Measuring basics | 5. Time management | 7. Basic Cooking skills |
| 2. Heimlich maneuver and choking safety | 4. Team work | 6. Planning | |

Expected Skills to be demonstrated:

- TSWBAT identify the causes of foodborne illness.
- TSWBAT summarize ways to cook, thaw, and serve food safely.
- TSWBAT describe safe food storage practices.
- TSWBAT describe the roles of gov agencies in protecting the food supply.
- TSWBAT accurately measure using a variety of kitchen tools.
- TSWBAT describe and demonstrate the steps to using the Heimlich maneuver with accuracy.
- TSWBAT utilize teamwork, planning, and time management to successfully complete their food labs.

PA Standards/Anchors:

Eligible Content:

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| 11.1.6-8.A Evaluate factors that affect food safety from production through consumption. |
| 11.1.6-8.B Demonstrate food safety and sanitation procedures. |
| 11.1.6-8.E Apply measurement and math skills in following recipe directions. |
| 11.1.6-8.F Prepare a recipe using fundamental culinary skills and techniques. |
| 11.2.6-8.B Apply planning skills to manage individual and family resources such as food, clothing, shelter, time, and human capital. |
| 11.2.6-8.D Evaluate different strategies to safely obtain and maintain consumer goods and services. |
| 11.3.6-8.C Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making. |

- Food For Today Ch 19 Kitchen Basics
- Heimlich Heroes Video Series
- Measuring video YouTube
- Online recipes

Instructional Strategies:

- The teacher will introduce the chapter.
- Students will read the chapter and complete their reading guide.
- The teacher will go over the reading guide.
- The teacher will show the Heimlich Heroes video series.
- The students will answer the video questions.
- The class will go over the answers.
- The teacher will walk the students through practicing the Heimlich.
- The students will take the measuring pretest.
- The teacher will show the measuring video.
- The class will discuss common misconceptions around measuring.
- The teacher and students will together demonstrate how to measure common kitchen ingredients.
- The students will complete the measurement food lab.
- The teacher will teach the class how to complete a planning sheet.
- The students will practice completing a planning sheet.
- The students will complete the Cucumber Sandwich Food Lab.
- The students will then use the planning process to plan and complete two more food labs. Then they will reflect.

Assessments:

- Reading Guides
- Class discussion
- Heimlich Heroes Questions
- Measuring Pretest
- Observation
- Food Labs
- Time sheets
- Reflections