

Grade level: 9
Time Allotment: 2 weeks

Course Title: Intro to FCS

Topic/Concept: Sewing Review
Unit Sequence: 1

Major Concepts to be learned:

1. Hand sewing
2. Using the sewing machine

Expected Skills to be demonstrated:

1. Students will be able to produce and name the four main hand sewing stitches: running, back, whip, and blanket.
2. Students will be able to sew on a button, using proper technique successfully.
3. Students will be able to thread the sewing machine correctly.
4. Students will be able to thread the machine bobbin correctly.
5. Students will be able to operate the machine effectively.

PA Standards/Anchors:

Eligible Content:

FCS 11.2.9-12.E Demonstrate skills needed to produce, alter, and repair, and care for textiles and fashion apparel.

Review videos on YouTube

Instructional Strategies:

Assessments:

- Students will work at their own pace to review the sewing videos provided on google classroom.
- Students will practice the skills needed.
- The teacher will guide and answer questions while checking for understanding.

Observation

Grade level: 9
Time Allotment: 4 weeks

Course Title: Intro to FCS

Topic/Concept: Choice Sewing Project
Unit Sequence: 2

Major Concepts to be learned:

1. Planning a project
2. Being prepared
3. Numerous sewing skills depending on chosen project

Expected Skills to be demonstrated:

1. Students will be able to choose a project that is appropriate to their skill level and project timeline.
2. Students will be able to complete a project proposal that includes forethought and an organized plan.
3. Students will be able to bring the project to fruition through time management and obtaining the skills needed to complete the project.

PA Standards/Anchors:

Eligible Content:

FCS 11.2.9-12.E Demonstrate skills needed to produce, alter, and repair, and care for textiles and fashion apparel.

- Online research
- YouTube videos
- Google Classroom

Instructional Strategies:

Assessments:

- The teacher will introduce the project and rubric.
- The students will collaborate with the teacher to plan their project.
- Students will complete a project proposal.
- The teacher will approve the project.
- Students will complete project.

- Project proposal
- Choice Project Rubric
- Project Reflection

Grade level: 9
Time Allotment: 4 weeks

Course Title: Intro to FCS

Topic/Concept: Kitchen Safety & Management
Unit Sequence: 3

Major Concepts to be learned:

1. Kitchen Safety
2. Sanitation
3. Measurement

Expected Skills to be demonstrated:

1. Students will demonstrate knowledge of common kitchen measuring equivalents.
2. Students will be able to accurately measure common kitchen ingredients, using the correct tools.
3. Students will be able to identify kitchen hazards.
4. Students will be able to follow sanitation procedures.

PA Standards/Anchors:

FCS 11.1.6-8.B Demonstrate food safety and sanitation procedures.

FCS 11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply

FCS 11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

FCS 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu

Eligible Content:

- Food for Today Chapter 19
- Google Classroom
- Measurement YouTube Video

Instructional Strategies:

- Students will take the Measurement Pretest.
- The teacher will review the pretest for gaps in knowledge.
- The teacher will show the Measurement video.
- The teacher will guide students through demonstrating measurement types where there is a knowledge gap.
- The students will complete the Ch 19 Reading Guide in small groups while reading the chapter.
- The class will discuss Ch 19 and review the answers to the reading guide.
- The students will plan and execute 2 Food Labs that relate to the chapter.
- The teacher will review the information for the chapter test.
- The students will take the test.

Assessments:

- Measurement Pretest
- Measurement Reading Guide
- Chapter 19 Test
- Food Labs Planning Sheet
- Observation
- Food Labs Reflection

Grade level: 9
Time Allotment: 4 weeks

Course Title: Intro to FCS

Topic/Concept: Gingerbread House Project
Unit Sequence: 4

Major Concepts to be learned:

1. Teamwork
2. Design and planning
3. Working with Food products to create shelf stabile art

Expected Skills to be demonstrated:

1. Students will be able to plan and prepare for a project that meets the specifications given by the Pittsburgh Gingerbread House Competition.
2. Students will be able to work as a team to execute their plan.
3. Students will learn needed skills along the way such as making gingerbread, hard tack, tempering chocolate, etc.

PA Standards/Anchors:

Eligible Content:

FCS 11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.
FCS 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
FCS 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.

- Pittsburgh Gingerbread House Competition Rules and Guidelines
- Online research and video tutorials

Instructional Strategies:

Assessments:

- The teacher will introduce the project.
- The students will plan and propose their project ideas.
- The teacher will approve the project.
- The students will submit a shopping list, abiding by the budget given.
- The students will work as a team to complete the project.
- Students will learn needed skills as they progress through the project.
- Projects will be turned in by the due date.
- All involved will go on a field trip to see the gingerbread house display.

- Project Proposal
- Observation
- Final Project
- Reflection

Grade level: 9
Time Allotment: 2 weeks

Course Title: Intro to FCS

Topic/Concept: Wreath Project
Unit Sequence: 5

Major Concepts to be learned:

1. Design principles
2. Planning and execution

Expected Skills to be demonstrated:

1. The students will be able to plan and prepare to make a wreath out of craft supplies.
2. The students will be able to execute their plan, utilizing skills such as cutting, shaping, adhesion, weaving, wrapping, bow making, and handling of specialty materials.

PA Standards/Anchors:

Eligible Content:

11.2.6-8.C & 11.2.9-12.C: Apply elements of design to create products.
11.2.6-8.D & 11.2.9-12.D: Evaluate strategies to safely obtain and maintain consumer goods.

- Online tutorials
- Online research

Instructional Strategies:

Assessments:

- The teacher will introduce the project and project rubric.
- The students will come up with a design and project proposal.
- The teacher will approve the proposal.
- The students will bring the project to fruition.
- The teacher will grade the project based on the rubric.

- Project Proposal
- Final Product graded based on rubric

Grade level: 9
Time Allotment: 2 weeks

Course Title: Intro to FCS

Topic/Concept: Holiday Baking Competition
Unit Sequence: 6

Major Concepts to be learned:

1. Baking
2. Teamwork
3. Design concepts
4. Food Safety and Sanitation

Expected Skills to be demonstrated:

1. Students will be able to work as a team to choose a recipe that fits the theme and competition guidelines.
2. Students will be able to plan out a materials list and time management.
3. Students will be able to follow the recipe to complete their baked good.
4. Students will be able to follow design concepts in order to plate a nice looking final product.

PA Standards/Anchors:

11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

Eligible Content:

Online recipes

Instructional Strategies:

- The teacher will introduce the project and project rubric.
- The students will complete their time sheet.
- The teacher will order materials from the list.
- The students will bring the project to fruition.
- The teacher will grade the project based on the rubric.

Assessments:

- Time sheet
- Observation
- Final product
- Reflection

Grade level: 9
Time Allotment: 8 weeks

Course Title: Intro to FCS

Topic/Concept: Food in Your Life
Unit Sequence: 7

Major Concepts to be learned:

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|-----------------------------------|-------------------------------------|
| 1. Roles Food Plays in Daily Life | 3. Food Chain |
| 2. Cultural Food Influences | 4. Impact of Science on Food Supply |

Expected Skills to be demonstrated:

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| 1. SWBAT identify 2-3 roles that food plays. | 6. SWBAT explain ecosystems and their relationship to food. |
| 2. SWBAT explain the role of science in food. | 7. SWBAT trace common food items through their journey from farm to table. |
| 3. SWBAT explain culture and its relationship to food. | 8. SWBAT explain the relationship between science and technology. |
| 4. SWBAT summarize influences on cuisines and customs. | 9. SWBAT identify 5 ways technology affects food. |
| 5. SWBAT identify similarities in global cuisines. | |

PA Standards/Anchors:

Eligible Content:

11.1.9-12.A Predict factors that affect food safety and security from production through consumption.

11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply

11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

11.2.9-12.A Develop a global view to weigh consumer and design decisions with the parameters of sustainability, socioeconomic, and cultural contexts.

11.2.9-12.D Compare and contrast the selection of goods and services by applying safe and effective consumer strategies.

11.2.9-12.G Analyze the opportunities for employment within resource management, including human, environmental, and consumer products, in the field of Family and Consumer Sciences.

11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

- Food for Today
- Chapter 1: The Amazing World of Food
- Chapter 2: Diversity at the Table
- Chapter 3: The Food Supply
- Chapter 4: Food Science and Technology

Standards Cont.

11.3.9-12.D Analyze strategies that promote human growth, development, and well-being

11.5.9-12.A Analyze factors including socioeconomic and cultural influences that affect consumer advocacy

11.5.9-12.D Demonstrate the ability to use knowledge and skills to manage one's income, spending, and savings effectively for a lifetime of financial security.

11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.

11.6.9-12.C Analyze and evaluate emerging technologies that impact individuals, families, and communities.

Instructional Strategies:

- Reading from text book
- Food labs
- Google Classroom assignments
- Class discussions

Assessments:

- Chapter 1 vocab assignment
- Journal assignment 1
- Journal assignment 2
- Comfort Food Lab (planning sheet and reflection)
- Cooking on a Budget assignment Food Lab (planning sheet and reflection)
- Cultural Cooking Food Lab (planning sheet and reflection) and discussion
- Ch 3 vocab assignment
- Food Traceability Project
- Ch 4 Reading Guide
- Analog Food Lab (planning sheet and reflection)

Grade level: 9
Time Allotment: 3 weeks

Course Title: Intro to FCS

Topic/Concept: Nutrition Basics
Unit Sequence: 7

Major Concepts to be learned:

1. Nutrient types and what they do
2. How the digestive system works

Expected Skills to be demonstrated:

1. TSWBAT work as a team to complete their research and presentation.
2. TSWBAT use public speaking skills to deliver their presentation.
3. TSWBAT identify nutrients in foods and their main functions.
4. TSWBAT describe the digestive process and its stages.
5. TSWBAT identify the 3 parts of carbohydrates.
6. TSWBAT explain protein, its structure, and types.
7. TSWBAT identify the role of protein in a healthy diet.
8. TSWBAT summarize the role of cholesterol in a healthy diet.
9. TSWBAT explain how vitamins work.
10. TSWBAT list the two types of vitamins.
11. TSWBAT explain minerals and their functions.
12. TSWBAT list 7 ways water is important to your body.
13. TSWBAT to describe the benefits of phytochemicals.

PA Standards/Anchors:

- 11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.
- 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 11.1.9-12.I Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.
- 11.1.9-12.J Analyze OPPORTUNITIES FOR EMPLOYMENT, ENTREPRENEURIAL ENDEAVORS, AND EMERGING CAREERS IN food services, sciences, services, and nutrition industries.
- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.

Eligible Content:

- Food for Today
- Chapter 5 Nutrients at Work
- Chapter 6 Carbohydrates
- Chapter 7 Proteins & Fats
- Chapter 8 Vitamins & Minerals
- Chapter 9 Water & Phytochemicals
- Unit 2 Hyperdoc
- Online research

Instructional Strategies:

- Teacher will introduce hyperdoc assignment.
- Students will work through hyperdoc assignment.
- Teacher will go over hyperdoc assignment.
- Teacher will introduce Unit 2 Project and assign groups.
- Groups will work on project.
- Groups will conduct food lab that relates to their chapter.
- Groups will present to the class.

Assessments:

- Hyperdoc
- Observation
- Unit 2 Presentation
- Unit 2 Food Lab Time sheet
- Unit 2 Food Lab
- Unit 2 Food Lab Reflection

Grade level: 9
Time Allotment: 3 weeks

Course Title: Intro to FCS

Topic/Concept: Upcycle Project
Unit Sequence: 8

Major Concepts to be learned:

1. Sustainability
2. Sewing skills

Expected Skills to be demonstrated:

1. TSWBAT explain upcycling and the benefits of it.
2. TSWBAT create a project proposal and materials list that meets the project expectations.
3. TSWBAT complete the project within the time allotted.
4. TSWBAT to reflect on their project.

PA Standards/Anchors:

Eligible Content:

11.2.9-12.A Develop a global view to weigh consumer and design decisions with the parameters of sustainability, socioeconomic, and cultural contexts.

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:

- Teacher will introduce the project.
- Students will write up a proposal.
- Teacher will approve the proposal.
- Students will complete the project.
- Teacher will assist with learning new skills as the need arises.
- Students will reflect on project.

- Project Proposal
- Final Product based on rubric
- Student Reflection

Grade level: 9
Time Allotment: 4 weeks

Course Title: Intro to FCS

Topic/Concept: In the Kitchen
Unit Sequence: 9

Major Concepts to be learned:

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| 1. Planning | 3. Cooking techniques |
| 2. Teamwork | 4. Food safety and sanitation |

Expected Skills to be demonstrated:

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| 1. TSWBAT choose a good recipe based on reviews, time allotment, and skill level. |
| 2. TSWBAT complete a planning sheet and materials list. |
| 3. TSWBAT work as a team to follow directions and complete the recipe. |
| 4. TSWBAT keep a clean and orderly kitchen environment. |

PA Standards/Anchors:

Eligible Content:

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| 11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. |
| 11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging. |
| 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans. |
| 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. |
| 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills. |

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| <ul style="list-style-type: none">• Online recipes• Online resources |
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Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• Teacher will introduce the food lab.• Students will search for and choose a recipe within the parameters• Students will complete a timesheet.• Teacher will order materials.• Students will complete food lab.• Teacher will observe and give feedback as needed.• Students will reflect. |
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| <ul style="list-style-type: none">• Student planning sheet• Observation• Student reflection |
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