Middle School 7th Grade Family and Consumer Sciences Curriculum

Course Description: The 7th Grade Family and Consumer Science class focuses on two units: Foods and Sewing. The Foods unit provides an introduction to safety and sanitation practices, basic kitchen math skills, nutrition through the lifespan, and international cooking. Each of these topics allows for hands on experience directly in the kitchen through cooking labs. In the Sewing unit, students gain knowledge in caring for their clothing properly, based on the fiber. Students also gain experience on a sewing machine through understanding of the proper uses of the machine and by creating a project. Students also gain experience in hand sewing by creating a project.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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</thead>
<tbody>
<tr>
<td>1 Quarter</td>
<td>Sewing</td>
<td>Topic 1: Clothing Care, Topic 2: Machine Sewing Preparation, Topic 3: Hand Sewing</td>
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</tbody>
</table>
Unit 1: Foods

Subject: 7th Grade FACS
Grade: 7th
Name of Unit: Food
Length of Unit: 1 Quarter

Overview of Unit: The 7th grade Foods unit provides an introduction to safety and sanitation practices, basic kitchen math skills, nutrition through the lifespan, and international cooking. Each of these topics allows for hands on experience directly in the kitchen through cooking labs.

Priority Standards for unit:
- Apply basic concepts of nutrition and nutritional therapy in a variety of settings. (NSFCSE.9.4)
- Demonstrate food safety and sanitation procedures. (NSFCSE.8.2)
- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. (NSFCSE.8.5)
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan. (NSFCSE.14.3)

Supporting Standards for unit:
- Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. (NSFCSE.9.3)
- Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. (NSFCSE 8.4)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - 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.
- 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 (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - 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.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - 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.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
Identify and define authentic problems and significant questions for investigation.
Plan and manage activities to develop a solution or complete a project.
Collect and analyze data to identify solutions and/or make informed decisions.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
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<tr>
<td>basic concepts of nutrition and nutritional therapy in a variety of settings</td>
<td>Apply</td>
<td>Apply</td>
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<tr>
<td>food safety and sanitation procedures</td>
<td>Demonstrate</td>
<td>Apply</td>
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<td>Create</td>
<td>2</td>
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<td>ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan</td>
<td>Demonstrate</td>
<td>Evaluate</td>
<td>3</td>
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**Essential Questions:**
1. Why is it important to have proper knowledge of kitchen and food safety?
2. Why is it important to understand how to correctly measure and convert a recipe?
3. How can you make healthy nutritional decisions throughout your life?
4. Why is it beneficial to understand how people in other countries eat?

**Enduring Understanding/Big Ideas:**
1. In order to prevent injuries in the kitchen, student 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. Using the proper measuring techniques and tools provides a recipe with the correct amount of each ingredient in order for the recipe to turn out successfully. Understanding how to convert recipes helps you know how to alter a recipe in order to meet the needs of the customer.
3. In order to make healthy nutritional choices throughout your life, you must get a full understanding of your daily caloric intake, your physical activity level, and your daily food group needs. Understanding how to read food nutrition labels will benefit in making wise food choices to fit your needs.
4. Understanding how people in other countries eat, helps you understand their traditions and culture. It broadens your knowledge outside of your own country, giving you the ability to cook different meals at your own home.
**Unit Vocabulary:**

<table>
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<tr>
<th>Academic Cross-Curricular Words</th>
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<td>Nutrition</td>
<td>Cross contamination</td>
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<td>Calories</td>
<td>Danger zone</td>
</tr>
<tr>
<td>Conversion</td>
<td>Sanitation</td>
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<tr>
<td>Equivalents</td>
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<td></td>
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<td>Calories</td>
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<td></td>
<td>Etiquette</td>
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**Resources for Vocabulary Development:** Applied Life Skills 2010 textbook
Engaging Experience 1
Title: Lab Procedures Cooking Lab
Suggested Length of Time: 2 Days

Standards Addressed

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

Supporting:
- 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 (ISTE 2 - Communication and Collaboration).
  - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: After the students have been provided with knowledge of lab procedures (i.e. lab plans, student jobs, lab evaluations, step by step processes of labs), they will complete a lab. An example of a lab for class procedures would be muffins. On day one, the students will be given a demonstration of how to successfully complete a muffin lab. Students will be put in groups of 3-6 people. Each cooperative group is to complete a lab plan, giving each person a job within their group. Each group will be asked to follow the recipe, along with all rules that have been provided. The students will be given a lab evaluation to reflect on how their lab went.

Bloom’s Levels: Apply and Create
Webb’s DOK: 2, 3
Rubric:
Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.
· 3 = Team did very well
· 2 = Team efforts were satisfactory
· 1 = Team needs improvement in this area

Goal: To be able to apply knowledge of kitchen equipment and their uses to a kitchen lab.

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<td>9 Served attractive and delicious food.</td>
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<td>10 Followed good safety procedures in the lab.</td>
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<td>11 Left the lab in good condition.</td>
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<td>12 Followed the original work plan.</td>
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14. What jobs did you complete in this lab? List them ALL (6 points)
15. List the utensils used in this lab AND their purpose. (10 points)

Total / 55
Engaging Experience 1
Title: Kitchen Safety
Suggested Length of Time: 1 -2 Days

Standards Addressed

Priority:

● Demonstrate food safety and sanitation procedures. (NSFCSE.8.2)

Supporting:

● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ 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.

● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.

● 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 (ISTE 2 - Communication and Collaboration).
  ○ 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.

Detailed Description/Instructions: After students have a basic understanding of kitchen safety practices to prevent burns, electrical, cuts. Students will be put in groups of 3 - 6 students and given a graphic organizer to create on a big poster paper. Students can use different graphic organizers and are encouraged to get creative in showing relationships between prevention and treatments. An extension to this activity may be students create a multimedia presentation or develop their graphic organizer online to project to the class to present and discuss with the other students.

Students will be given a list of different types of cooking scenarios (i.e. boiling hot water, cutting vegetables, etc.). With each scenario, students will develop 2 - 3 preventative measures that will ensure accidents do not occur (i.e. cutting a finger, burning a hand, etc.). Students then will look at each scenario and outline treatments to these accidents in the event that an accident occurred.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 2
Title: Food Safety
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
○ Demonstrate food safety and sanitation procedures. (NSFCSE.8.2)

Supporting:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
● 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 (ISTE 2 - Communication and Collaboration).
  ○ 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.
● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ 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: After students have been given the knowledge of the four core techniques to “fight bacteria” (cook, clean, separate, chill), they will develop a PSA. Students will work in groups of 3-6 people. Each group will be given one of the core prevention techniques to fight bacteria. They can choose to either create a brochure, a poster, or a short commercial (2-3 minutes long). In this PSA, they must provide information on the various ways of how this core technique prevents a Foodborne Illness. The PSAs will be presented to the class.

Bloom’s Levels: apply
Webb’s DOK: 2

Engaging Experience 3
Title: Kitchen and Food Safety Lab
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
● Demonstrate food safety and sanitation procedures. (NSFCSE.8.2)

Supporting:
● 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 (ISTE 2 - Communication and Collaboration).
  ○ Contribute to project teams to produce original works or solve problems.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
○ Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** After students have been given knowledge of how to prevent kitchen accidents and proper food safety procedures, they will complete a cooking lab. On day one, the students are provided with a demonstration of how to correctly complete a scrambled eggs and pancake or biscuit lab. Students will be given a recipe for scrambled eggs and pancakes. They will be put into groups of 3-6 people. After each group of students have completed a lab plan (i.e. giving jobs to each student) each group will use the proper kitchen and sanitation practices in order to prevent a foodborne illness and accidents.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:**

**Directions:** Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

- 3 = Team did very well
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15. What jobs did you complete? (6 points)
16. What is the definition of cross-contamination? (5 points)
17. What precautions did you take in order to avoid cross-contamination? (10 points)
Engaging Experience 1

Title: Measuring Practice Activity
Suggested Length of Time: 1 Day

Standards Addressed

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

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

Detailed Description/Instructions:
Students will be provided with knowledge of how to measure with different types of measuring equipment, when demonstrated by the teacher (i.e. measuring properly with a liquid measuring cup, dry measuring cup, and measuring spoons). After students have been given knowledge of how to measure specific ingredients properly (i.e. liquid ingredients needing to be measured at eye level, packing brown sugar and level, spoon in flour and level off), they will practice measuring in small groups. Each group will have 3-6 students. In these groups, they will have a list of ingredients on a separate piece of paper, along with their measurements. The students will have to prove their knowledge of measuring by demonstrating. Each ingredient will be set out, as well as the measuring utensils from their kitchen and any other tools needed to measure properly. Each student will be assigned an ingredient. Each student will be expected to measure properly and show the teacher before the next student is allowed to go on. All ingredients must have been measured correctly in order for the group to be finished.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2

Title: Kitchen Math Cookie Lab
Suggested Length of Time: 2-3 Days

Standards Addressed

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

Supporting:
- 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 (ISTE 2 - Communication and Collaboration).
  - Contribute to project teams to produce original works or solve problems.
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

- Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** Students will be put into groups of 3-6 people. After the students have been given knowledge of converting a recipe, they will be given a recipe for Snickerdoodle Cookies. This recipe will be for either too many or too little for their group. They will have to take the recipe and convert it to the amount they will need within their group. On day 1 the teacher will demonstrate how to successfully prepare the Snickerdoodle Cookie recipe. On day 2, students will prepare the cookie dough and refrigerate it. On day 3, the students will complete the recipe by baking the cookies. This recipe involves measuring different types of ingredients correctly. In order for the recipe to turn out successfully, the students will have to have converted and measured their recipe correctly. Afterwards, they will complete an evaluation form to reflect on how their recipe turned out.

**Bloom’s Levels:** Create and Apply

**Webb’s DOK:** 2, 3

**Rubric:**
Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

3 = Team did very well
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15. What were your jobs in this lab? (Day one AND two) (6 points)
16. List 3 ingredients from your recipe and thoroughly explain how to properly measure that ingredient (including the measuring tool used) (6 points)
Engaging Experience 1

**Title:** Food Plan

**Suggested Length of Time:** 2 Days

**Standards Addressed**

**Priority:**
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan. (NSFCSE.14.3)

**Supporting:**
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - 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:** Students will evaluate their nutritional needs by charting it based on their age, gender, height, weight, and activity level. They will then create a food plan based on what foods they need from each food group and amounts. This information can be found on myplate.gov. Students will create a meal plan for a full week that meets their needs for their caloric intake and activity level. This is assuming none of their meals are eaten out, or at school. They will need to provide a chart that breaks down each day, each meal, with amounts and total calories.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

Engaging Experience 2

**Title:** Nutritional Meal Pizza Lab

**Suggested Length of Time:** 3 Days

**Standards Addressed**

**Priority:**
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan. (NSFCSE.14.3)
- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. (NSFCSE.8.5)
- Apply basic concepts of nutrition and nutritional therapy in a variety of settings. (NSFCSE.9.4)

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.

- 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 (ISTE 2 - Communication and Collaboration).
- Contribute to project teams to produce original works or solve problems.

**Detailed Description/Instructions:** Students will use their knowledge of food groups to create a healthy meal. On day one the teacher will demonstrate how to make pizza dough from scratch (i.e. yeast, whole wheat flour, sugar, salt, and oil). The teacher will explain how to make a healthy pizza in order to meet all of your food groups (i.e. whole grains with dough, low fat cheese for dairy, turkey pepperoni, and pineapple for fruit). They will be put into groups of 3-6 people. On days two and three, the students will make their pizza.

On day 2 students will create their pizza dough, and place it in the refrigerator in order to double overnight. On day 3, the students will complete their pizza by adding their healthy toppings.

**Bloom’s Levels:** Create and Apply

**Webb’s DOK:** 2, 3

**Rubric:**

Directions: Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

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15. Draw a diagram of MyPlate below. Then place the toppings of the pizza into the diagram to complete all food groups (include the pizza crust) (12 points)
16. What makes this pizza healthier than a regular pepperoni pizza? (5 points)
Engaging Experience 3
Title: Nutrition Label Activity
Suggested Length of Time: 1-2 Days
Standards Addressed

Priority:
● Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (NSFCSE.14.3)

Supporting:
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Collect and analyze data to identify solutions and/or make informed decisions.

Detailed Description/Instructions: After students have been given knowledge of how to properly read a nutrition label and its ingredients, they will be able to compare different foods. Students will be provided a nutrition label for various different snacks (i.e. granola bars vs. candy bars, fruits compared to fruit snack, baked chips vs. regular chips, etc.). They will look at the nutrition labels for these foods and chart the nutrients found in each food. They will need to make a decision on which is the healthier choice based on the charted information. Students will be asked to bring in food labels for some of their favorite foods and add them to their chart to decide what would be a healthier alternative, and discuss what they learned about their snacks.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 4
Title: Healthy Snack Smoothie Lab
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
● Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (NSFCSE.14.3)

Supporting:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Collect and analyze data to identify solutions and/or make informed decisions.

Detailed Description/Instructions: After students have had knowledge of the food groups, their caloric needs, and how to read a nutrition label they will evaluate a healthy snack by creating a smoothie. Students will be put into groups of 3-6 people. They will be provided with a recipe for a fruit smoothie made from scratch (i.e. frozen banana, frozen strawberries, orange juice, and
non-fat yogurt). Students will then, get on the McDonalds website and look up the nutritional information for a Strawberry- Banana shake. They will use this information in order to compare it to the fruit smoothie they have made. They will look at the difference in calories and various different nutrients in order to evaluate the healthier choice.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2  
**Rubric:**
You will be able to compare the nutritional differences of two snacks and evaluate which is the best choice.

2. Choose the Strawberry Shake.
3. Complete the following Nutritional information on the shake.
   a. Calories:
   b. Grams of Protein:
   c. Total fat grams:
   d. DV% of Fat:
   e. Sodium:
   f. Carbs (Sugar):
   g. Calcium:
5. Insert into the calculator your ingredients from the smoothie you chose to create.
6. Complete the following Nutritional Information on the smoothie.
   a. Calories:
   b. Grams of Protein:
   c. Total fat grams:
   d. Sodium:
   e. Carbs (sugar):
   f. Calcium:
7. Using the nutritional information, which of the two choices would be the best? ______________
8. What ingredients made the smoothie healthier than the shake? ___________________________
9. What was the differences in calories? ________________
10. Explain what benefits you get from the smoothie you created versus the shake.  
    ________________________________________________________________________________  
    ________________________________________________________________________________  
    ________________________________________________________________________________
11. What alternative could you get from McDonalds that would be a healthier choice than the shake (must be beverage)? __________________________________________
12. Are there any added sugars to this healthier choice? ____________
Topic 5: International Foods

Engaging Experience 1
Title: International Eating
Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- Apply basic concepts of nutrition and nutritional therapy in a variety of settings. (NSFCSE.9.4)

Supporting:

- 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 (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.
- Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. (NSFCSE.9.3)

Detailed Description/Instructions: Students will be put into groups of 3-6. They are also allowed to work on their own if needed. The students will be provided with a list of various different countries. The students are to research these different countries’ eating habits, food supply, dining etiquette, and basic food styles. They will come up with a presentation to provide information to the class. They will then teach the class about the different countries eating habits.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Title: International Cheese Enchilada Lab
Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Apply basic concepts of nutrition and nutritional therapy in a variety of settings. (NSFCSE.9.4)

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- 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 (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
○ Contribute to project teams to produce original works or solve problems.

**Detailed Description/Instructions:** Students will create an international meal of cheese enchiladas. They will be put into groups of 3-6 people. On day one the teacher will demonstrate how to make the cheese enchiladas. One day two, the students will create the meal and refrigerate. On day three, the students will cook the cheese enchiladas and set the table. They will have a sit-down meal according to traditional table setting information the teacher has provided.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be put into groups of 3-6 people. The students will be given a scenario, provided by the teacher. Within the scenario, the students are provided a family from a different country and a budget. They are to make a nutritious meal based on the number of people in the family, and create a shopping list for this menu. The students will then demonstrate how to make this meal for the class, using proper safety and sanitation practices.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Procedures</td>
<td>Lab Procedures Cooking Lab</td>
<td>After the students have been provided with knowledge of lab procedures (i.e. lab plans, student jobs, lab evaluations, step by step processes of labs), they will complete a lab. An example of a lab for class procedures would be muffins. On day one, the students will be given a demonstration of how to successfully complete a muffin lab. Students will be put in groups of 3-6 people. Each cooperative group is to complete a lab plan, giving each person a job within their group. Each group will be asked to follow the recipe, along with all rules that have been provided. The students will be given a lab evaluation to reflect on how their lab went.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Food Safety and Sanitation</td>
<td>Kitchen Safety</td>
<td>After students have a basic understanding of kitchen safety practices to prevent burns, electrical, cuts. Students will be put in groups of 3 - 6 students and given a graphic organizer to create on a big poster paper. Students can use different graphic organizers and are encouraged to get creative in showing relationships between prevention and treatments. An extension to this activity may be students create a multimedia presentation or develop their graphic organizer online to project to the class to present and discuss with the other students. Students will be given a list of different types of cooking scenarios (i.e. boiling hot water, cutting vegetables, etc.). With each scenario, students will develop 2 - 3 preventative measures that</td>
<td>1-2 Days</td>
</tr>
</tbody>
</table>
will ensure accidents do not occur (i.e. cutting a finger, burning a hand, etc.). Students then will look at each scenario and outline treatments to these accidents in the event that an accident occurred.

<table>
<thead>
<tr>
<th>Food Safety and Sanitation</th>
<th>Food Safety</th>
<th>After students have been given the knowledge of the four core techniques to “fight bacteria” (cook, clean, separate, chill), they will develop a PSA. Students will work in groups of 3-6 people. Each group will be given one of the core prevention techniques to fight bacteria. They can choose to either create a brochure, a poster, or a short commercial (2-3 minutes long). In this PSA, they must provide information on the various ways of how this core technique prevents a Foodborne Illness. The PSAs will be presented to the class.</th>
<th>2-3 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Safety and Sanitation</td>
<td>Kitchen and Food Safety Lab</td>
<td>After students have been given knowledge of how to prevent kitchen accidents and proper food safety procedures, they will complete a cooking lab. On day one, the students are provided with a demonstration of how to correctly complete a scrambled eggs and pancake or biscuit lab. Students will be given a recipe for scrambled eggs and pancakes. They will be put into groups of 3-6 people. After each group of students have completed a lab plan (i.e. giving jobs to each student) each group will use the proper kitchen and sanitation practices in order to prevent a foodborne illness and accidents.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Kitchen Math</td>
<td>Measuring Practice Activity</td>
<td>Students will be provided with knowledge of how to measure with different types of measuring equipment, when demonstrated by the teacher (i.e. measuring properly with a liquid measuring cup, dry measuring cup, and measuring spoons). After students have</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
been given knowledge of how to measure specific ingredients properly (i.e. liquid ingredients needing to be measured at eye level, packing brown sugar and level, spoon in flour and level off), they will practice measuring in small groups. Each group will have 3-6 students. In these groups, they will have a list of ingredients on a separate piece of paper, along with their measurements. The students will have to prove their knowledge of measuring by demonstrating. Each ingredient will be set out, as well as the measuring utensils from their kitchen and any other tools needed to measure properly. Each student will be assigned an ingredient. Each student will be expected to measure properly and show the teacher before the next student is allowed to go on. All ingredients must have been measured correctly in order for the group to be finished.

<p>| Kitchen Math | Kitchen Math Cookie Lab | Students will be put into groups of 3-6 people. After the students have been given knowledge of converting a recipe, they will be given a recipe for Snickerdoodle Cookies. This recipe will be for either too many or too little for their group. They will have to take the recipe and convert it to the amount they will need within their group. On day 1 the teacher will demonstrate how to successfully prepare the Snickerdoodle Cookie recipe. On day 2, students will prepare the cookie dough and refrigerate it. On day 3, the students will complete the recipe by baking the cookies. This recipe involves measuring different types of ingredients correctly. In order for the recipe to turn out successfully, the students will have to have converted and measured their recipe correctly. Afterwards, they will complete an 2-3 Days |</p>
<table>
<thead>
<tr>
<th>Nutrition for Life</th>
<th>Food Plan</th>
<th>Students will evaluate their nutritional needs by charting it based on their age, gender, height, weight, and activity level. They will then create a food plan based on what foods they need from each food group and amounts. This information can be found on myplate.gov. Students will create a meal plan for a full week that meets their needs for their caloric intake and activity level. This is assuming none of their meals are eaten out, or at school. They will need to provide a chart that breaks down each day, each meal, with amounts and total calories.</th>
<th>2 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition for Life</td>
<td>Nutritional Meal Pizza Lab</td>
<td>Students will use their knowledge of food groups to create a healthy meal. On day one the teacher will demonstrate how to make pizza dough from scratch (i.e. yeast, whole wheat flour, sugar, salt, and oil). The teacher will explain how to make a healthy pizza in order to meet all of your food groups (i.e. whole grains with dough, low fat cheese for dairy, turkey pepperoni, and pineapple for fruit). They will be put into groups of 3-6 people. On days two and three, the students will make their pizza. On day 2 students will create their pizza dough, and place it in the refrigerator in order to double overnight. On day 3, the students will complete their pizza by adding their healthy toppings.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Nutrition for Life</td>
<td>Nutrition Label Activity</td>
<td>After students have been given knowledge of how to properly read a nutrition label and its ingredients, they will be able to compare different foods. Students will be provided a nutrition label for various different snacks (i.e. granola bars vs. candy bars, fruits compared to fruit snack, baked chips vs.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Nutrition for Life</td>
<td>Students will look at the nutrition labels for these foods and chart the nutrients found in each food. They will need to make a decision on which is the healthier choice based on the charted information. Students will be asked to bring in food labels for some of their favorite foods and add them to their chart to decide what would be a healthier alternative, and discuss what they learned about their snacks.</td>
<td></td>
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</tr>
<tr>
<td>Healthy Snack Smoothie Lab</td>
<td>After students have had knowledge of the food groups, their caloric needs, and how to read a nutrition label they will evaluate a healthy snack by creating a smoothie. Students will be put into groups of 3-6 people. They will be provided with a recipe for a fruit smoothie made from scratch (i.e. frozen banana, frozen strawberries, orange juice, and non-fat yogurt). Students will then, get on the McDonalds website and look up the nutritional information for a Strawberry- Banana shake. They will use this information in order to compare it to the fruit smoothie they have made. They will look at the difference in calories and various different nutrients in order to evaluate the healthier choice.</td>
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<td>International Foods</td>
<td>Students will be put into groups of 3-6. They are also allowed to work on their own if needed. The students will be provided with a list of various different countries. The students are to research these different countries’ eating habits, food supply, dining etiquette, and basic food styles. They will come up with a presentation to provide information to the class. They will then teach the class about the different countries eating habits.</td>
<td>3-4 Days</td>
<td></td>
</tr>
<tr>
<td>International Foods</td>
<td>International Cheese Enchilada Lab</td>
<td>Students will create an international meal of cheese enchiladas. They will be put into groups of 3-6 people. On day one the teacher will demonstrate how to make the cheese enchiladas. One day two, the students will create the meal and refrigerate. On day three, the students will cook the cheese enchiladas and set the table. They will have a sit-down meal according to traditional table setting information the teacher has provided.</td>
<td>3 Days</td>
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</tbody>
</table>
Unit 2: Sewing

Subject: 7th Grade FACS
Grade: 7th Grade
Name of Unit: Sewing
Length of Unit: 1 Quarter

Overview of Unit: In the 7th grade Sewing Unit, students will gain knowledge in caring for their clothing properly, based on the fiber. Students will gain experience on a sewing machine through understanding of the proper uses of the machine and by creating a project. Students will also gain experience in hand sewing by creating a project.

Priority Standards for unit:
- Evaluate fiber and textile products and materials.(NSFCSE 16.2)
- Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products (NSFCSE.16.2).

Supporting Standards for unit:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - 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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>fiber and textile products and materials</td>
<td>Evaluate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>skills needed to produce, alter, or repair fashion, apparel, and textile products</td>
<td>Demonstrate</td>
<td>Create</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why is it important to properly follow a clothing label?
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. It is important to understand how to properly treat different types of fibers. If you properly follow a care label, you can obtain clean, undamaged clothing.
2. You need to be able to correctly thread a sewing machine in order for it to run properly as you construct your project. Having knowledge of your machine helps you to troubleshoot 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 is important to follow the prescribed steps when producing a sewing project so the completed project is put together correctly and attractively.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Synthetic/Man-made Fibers</td>
</tr>
<tr>
<td></td>
<td>Natural Fibers</td>
</tr>
<tr>
<td></td>
<td>Hand wheel</td>
</tr>
<tr>
<td></td>
<td>Presser Foot</td>
</tr>
<tr>
<td></td>
<td>Seam Allowance</td>
</tr>
<tr>
<td></td>
<td>Stitch Length Dial</td>
</tr>
<tr>
<td></td>
<td>Backstitch</td>
</tr>
<tr>
<td></td>
<td>Feed Dogs</td>
</tr>
<tr>
<td></td>
<td>Bobbin</td>
</tr>
<tr>
<td></td>
<td>Overcast Stitch</td>
</tr>
<tr>
<td></td>
<td>Running Stitch</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Applied Life Skills 2010 Edition
Topic 1: Clothing Care

Engaging Experience 1
Title: Clothing Care
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- Evaluate fiber and textile products and materials.(NSFCSE 16.2)

Supporting:
- N/A

Detailed Description/Instructions: Students will be given knowledge of the difference between natural fibers versus synthetic fibers and how to care for the different types. They will go over what is found on care labels, the different symbols, what they mean. The students will be assigned a laundry activity. They will apply what they learned by doing a load of laundry at home. In a chart created by the teacher, the students will note what the care label explained to do, if they did it correctly, and the steps taken to complete. The student is expected to do three loads of laundry.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 1
Title: Sewing Machine Parts
Suggested Length of Time: 3 Days
Standards Addressed

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

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - 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.

Detailed Description/Instructions: The students will be given knowledge on sewing machine parts (i.e. hand wheel, bobbin, backstitch, stitch length dial, feed dog, and presser foot). Students will have an understanding of the location sewing machine parts, and what they do after being demonstrated by the teacher. Students will be given a demonstration how to thread their bobbin and machine in class by the teacher. The student will demonstrate their ability to thread their machine successfully by creating a short video with guided instruction, explaining what they are doing.

Bloom’s Levels: Create
Webb’s DOK: 2

Engaging Experience 2
Title: Machine Sewing Project
Suggested Length of Time: 2-3 Days
Standards Addressed

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

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - 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.

Detailed Description/Instructions: Students will select fabric to make a machine project. Potential machine projects for 7th grade are an apron or patchwork pillow. They will measure pattern pieces and 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: Apply, Create; Webb’s DOK: 2, 3
Topic 3: Hand Sewing

Engaging Experience 1
Title: Hand sewing Project
Suggested Length of Time: 2 Weeks
Standards Addressed

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

Supporting:
- N/A

Detailed Description/Instructions: Students will be given knowledge and demonstrations on how to properly thread a needle. The teacher will provide a demonstration of how to create an overcast and running stitch. Once the students have learned how to create a proper stitch they will begin a hand sewn project. Potential hand sewing projects for 7th grade are the fur pillow and felt monsters. The students will be provided with a step by step rubric, which will be graded by the teacher in order to move on to the next step. The overall appearance of the project will be graded by the teacher.

Bloom’s Levels: create and apply
Webb’s DOK: 2 and 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

When provided instructions by the teacher, students will create a sewing machine project. The teacher will provide demonstrations of each step for the project. The students are expected to show the teacher each completed step, which acts as a formative assessment of the student’s ability. Once the student has shown a step, they are able to move onto the next step. All parts of the project must be sewn using a ⅝ or 1-inch seam allowance. All edges must be clean and correctly measured, while any extra thread should be cut. Students must have used a backstitch in order to begin and end all seams made. Once the product is finished, they have mastered their ability to successfully complete a project on the sewing machine. The teacher will then evaluate the finished product.

Examples of machine sewing projects include an apron or a patchwork pillow.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Care</td>
<td>Clothing Care</td>
<td>Students will be given knowledge of the difference between natural fibers versus synthetic fibers and how to care for the different types. They will go over what is found on care labels, the different symbols, what they mean. The students will be assigned a laundry activity. They will apply what they learned by doing a load of laundry at home. In a chart created by the teacher, the students will note what the care label explained to do, if they did it correctly, and the steps taken to complete. The student is expected to do three loads of laundry.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Machine Sewing Preparation</td>
<td>Sewing Machine Parts</td>
<td>The students will be given knowledge on sewing machine parts (i.e. hand wheel, bobbin, backstitch, stitch length dial, feed dog, and presser foot). Students will have an understanding of the location sewing machine parts, and what they do after being demonstrated by the teacher. Students will be given a demonstration how to thread their bobbin and machine in class by the teacher. The student will demonstrate their ability to thread their machine successfully by creating a short video with guided instruction, explaining what they are doing.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Machine Sewing Preparation</td>
<td>Machine Sewing Project</td>
<td>Students will select fabric to make a machine project. Potential machine projects for 7th grade are an apron or patchwork pillow. They will measure pattern pieces and then cut out their paper pattern in the correct size. They will pin the pattern pieces to their cloth and cut those pieces out.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>Hand Sewing</td>
<td>Hand Sewing Project</td>
<td>Students will be given knowledge and demonstrations on how to properly thread a needle. The teacher will provide a</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>demonstration of how to create an overcast and running stitch. Once the students have learned how to create a proper stitch they will begin a hand sewn project. Potential hand sewing projects for 7th grade are the fur pillow and felt monsters. The students will be provided with a step by step rubric, which will be graded by the teacher in order to move on to the next step. The overall appearance of the project will be graded by the teacher.</td>
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</tbody>
</table>
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.