



Lesson Plans

<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
Introduction to FACS	<p>Essential Question: What is FACS?</p> <ul style="list-style-type: none"> -Description of course objectives -Class procedures and expectations -Team work contract -Writing assignment (students write about themselves and their experience with cooking, or sewing). -Folder designs (must give a visual representation of all areas of FACS). 	N/A	<ul style="list-style-type: none"> -Students will be evaluated by their class participation, writing assignment, and folder designs. -Resources: handouts, writing assignment paper, art supplies, folders, and writing utensils. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Student may be given an alternative FACS writing assignment if he or she has another FACS class. • Students may be permitted to work with a partner on computer (if appropriate for the situation). • Extended time on FACS assignment may be given if necessary.

<p>Sewing</p>	<p>Essential Questions: What are ways to make basic clothing repairs? How can you utilize sewing techniques to prepare a garment?</p> <ul style="list-style-type: none"> -Sewing supply shopping list -Sewing safety rules -Hand stitches <ul style="list-style-type: none"> • tying a knot • back stitch • running stitch -Sewing machine parts safety study guide -Review sewing machine parts on the machines -Quiz on sewing machine parts -Sewing term word search -“Air” stitch activity - Threading a sewing machine practice -Student demonstration of threading a sewing machine (teacher evaluated). -Sewing clean up jobs -Sewing a seam <ul style="list-style-type: none"> • ¼ inch seam allowance • 5/8 inch seam allowance -Sewing a pivot -Pattern layout -Pinning a pattern -Using sheers -Pinning together project pieces 	<p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p>	<p>-Students will be evaluated by weekly clean up and participation points, sewing machine parts quiz, hand stitch samples, seam samples, air sew paper, and their final sewing project (rubric).</p> <p>-Resources: Sewing machines, sewing equipment, fabric swatches, handouts, clean up chart paper.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete project or extra tutoring time (during homeroom). • Assigned a sewing partner. • Students may be given additional small projects (if advanced in sewing).
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	<ul style="list-style-type: none"> -Sewing project construction (drawstring bag) -Creating a case for drawstrings -Pressing a finished project -Sewing lab clean up 		
Food Preparation	<p>Essential Question: How do you prepare food using correct cooking techniques and safety and sanitation procedures?</p> <ul style="list-style-type: none"> -Food safety and sanitation video and study guide -Food safety quiz -Safe, or Not? Activity -Food prep packets <ul style="list-style-type: none"> • Measuring abbreviations • Measuring equivalents • Correct measuring techniques • Basic food prep terms • Kitchen equipment and utensil terms • Table setting • Basic table manners -Practice reading a recipe -Recipe reading/ abbreviation game -Kitchen equipment scavenger hunt -Cooking lab procedures (explain to students each cooking assigned cooking job and expectations) -Sanitation while cooking review 	<p>PA Academic Standard(s):</p> <p>11.3.6B Describe safe food handling techniques (ex- storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>11.3.6F Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.6G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p>National FCS Standards:</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and</p>	<p>- Students will be evaluated on their weekly class participation, completion of their food preparation packets, food preparation test, assigned cooking and clean up jobs, food safety video notes and quiz, and any additional activities, or worksheets.</p> <p>Resources: cooking supplies and equipment, ingredients, cookbooks, art supplies, lab sheets, handouts, and tests.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be partnered to complete certain cooking tasks. • Students may be given a written assignment if he or she cannot participate in assigned cooking, or clean up job.

	<ul style="list-style-type: none"> -Cookie demonstration -Cookie sample -Mock clean up lab -Test on food preparation packet -Cooking labs <ul style="list-style-type: none"> • Students will be assigned a job each lab • Students will prepare a total of 10 recipes • Students will be graded on their food preparation techniques, and clean up jobs. -Cookbook assembly and cover design -Final cooking lab clean up 	<p>between animal and fish sources and other food products.</p> <p>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</p> <p>8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.</p>	
Nutrition	<p>Essential Question: How can you plan a balanced diet?</p> <ul style="list-style-type: none"> -Food group identification and food models -Serving size examples -Food group worksheets -Video about the food groups -Quiz on video “MyPlate power point presentation -Reading a food label -Food label worksheet -“MyPlate” Research- students will use the online tool to plan out a balanced diet -MyPlate packet and reading 	<p>PA Academic Standard(s):</p> <p>11.3.6D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.6E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion</p> <p>National FCS Academic Standard(s):</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p>	<p>-Students will be evaluated by their weekly participation, food group worksheet, Myplate video quiz, reading a label worksheet, completing research using the MyPlate website to plan a balanced diet, and answering questions based off of information in the Myplate packet.</p> <p>-Resources: Food models, worksheets, computers, food labels.</p> <p>Adaptations /Accommodations:</p>

			<ul style="list-style-type: none">• Students may be given additional time to complete assignments.• Students may be given a condensed worksheet for the online research.
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