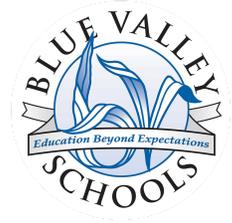


Creating with Textiles & Foods



UNIT 1: Building Classroom Culture

ESSENTIAL QUESTION

BIG IDEAS

What is our classroom culture?

How will we work collectively to explore and learn?

- Students understand the classroom culture of a Textiles & Foods class
- Students understand the importance of making wise decisions when working individually or with a team.
- Students explore factors that impact their personal well being.
- Students explore personal interest and strengths.
- Students understand the importance of problem solving in a foods lab.

GUIDING QUESTIONS

Content

- Why did I enroll in this class, and what do I want to learn?
- What is the purpose of this class?
- What does it mean to be a good citizen in my community (team, class, school, city, etc.)?

Process

- How can we work together as a team to meet the purpose of this class and the students' goals?
- In what ways can I contribute to this class?
- How can communication and respect affect the success of my team?
- How will I know if I am successful in this class?
- When and how can I serve as a leader? When and how can I be a supportive team member?

Reflective

- What are my strengths and how will they make me an effective team member?
- How have I demonstrated self-discipline (executive functioning skills) individually and as a team member?
- How have I learned to be a productive lab partner?
- How have I learned to problem-solve personality differences?
- How can we address behaviors that do not help out the team?
- How does my effort make a difference in my own learning?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.1 Identify Maslow's Hierarchy of needs on meeting basic needs
 - 1.4 Analyze the benefits of making intelligent decisions
 - 1.5 Demonstrate effective communication skills
 - 1.6 Analyze role of communication on preventing conflicts with friends, family and others
 - 1.7 Apply problem-solving strategies to real-life situations
 - 1.8 Demonstrate strategies for respecting self and others
 - 1.9 Understand and practice appropriate skills and ethical behavior when using technology
- **2.0 Healthy Relationships**
 - 2.7 Understand what it means to be a good community citizen
- **3.0 Personal Resource Management**
 - 3.2 Practice personal management skills in a variety of settings.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Resources in Canvas:

- Personality inventory
- Team roles and roles of leaders and supportive team members
- Teacher video for critique

SOCIAL-EMOTIONAL SKILLS

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.

- Identifying emotions
- Accurate self-perception

- Recognizing strengths
- Self-confidence
- Self-efficacy

TECHNOLOGY SKILLS

Empowered Learner 1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

Digital Citizen 2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

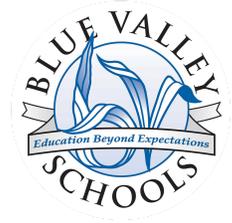
Global Collaborator 7c. Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.

KEY LEARNING EXPERIENCES

Choose learning activities to display student understanding of the importance of working collectively to explore and learn.

- Discussions
- Critique a teacher-created video
- Personality inventory, team roles, and team building
- Roles: Head cook, Assist. Cook, Equipment, Ingredients, Dish Washer, Steward, Health Inspector
- Job descriptions on lanyards
- Rubrics for team and individual

Creating with Textiles & Foods



UNIT 2: Why We Wear Clothes

ESSENTIAL QUESTION

What is the purpose of our clothing?

How do culture and personal preference influence the clothes you wear?

BIG IDEAS

- Students come away with a better understanding of who they are and how they are different from one another.
- Students learn that there are different venues to shop at and the differences between them.
- Students express their personality through clothing choices.
- Students evaluate different dress codes and cultural norms.
- Students identify markers within clothing choices (drum major would be set apart from other band members).
- Students identify emotional ties with specific clothing.

GUIDING QUESTIONS

Content

- What is the purpose of clothing?
- What types of stores can you purchase clothes at?
- What services are offered at each store?
- What specific articles of clothing have certain meanings?
- What are the written and unwritten dress codes?
- What are the seasons to shop for clothes?
- What are the differences between fads and classics?

Process

- How can students create a personal business card to share with a client?
- How can students identify and apply knowledge of the dress code and job requirements for a client in a specific job or position?
- How can students present a plan to a client for an individualized wardrobe for a week? (Personal Shopper Portfolio--business outfit, casual outfit, dressy outfit, etc.)

Reflective

- What is a student's personal style and why?
- How does peer pressure affect clothing choices?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.1 Identify Maslow’s hierarchy of needs on meeting basic needs.
 - 1.2 Analyze factors that impact development of self-esteem and self-worth.
 - 1.4 Analyze the benefits of making intelligent decisions.
 - 1.7 Apply problem-solving strategies to real-life situations.
- **2.0 Healthy Relationships**
 - 2.1 Analyze the importance of family and the role families play in personal development.
- **3.0 Personal Resource Management**
 - 3.3 Distinguish the difference between needs and wants
 - 3.6 Investigate basic roles and responsibilities of the consumer.
 - 3.7 Identify and apply wise consumer practices.
- **6.0 Apparel and Textiles**
 - 6.1. Analyze needs met through apparel decisions.
 - 6.2 Compare and contrast different price points of clothing to determine best value.
 - 6.3 Analyze factors in making wise apparel decisions.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

SOCIAL-EMOTIONAL SKILLS

Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating diversity

- Respect for others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

TECHNOLOGY SKILLS

Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

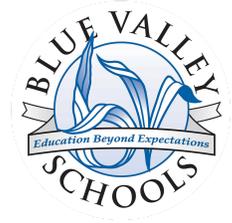
6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

KEY LEARNING EXPERIENCES

Choose projects to display student understanding of the purpose of clothes and the choices made in selecting clothing.

- Personal Shopper (Canvas Commons)
- Why We Wear Clothes (Discussion)
- What do YOUR clothes say? (Studio Video)
- Designing a business card (canva.com)

Creating with Textiles & Foods



UNIT 3: Nuts and Bolts of Sewing

ESSENTIAL QUESTION

Why is it important to demonstrate safety while using the sewing machine and tools?

BIG IDEAS

- Students identify and correctly utilize all parts of the sewing machine.
- Students develop construction techniques (seams).
- Students apply and demonstrate the safe use of the sewing machine and tools.
- Students identify and create basic seam allowances.

Why is it important to learn and understand the parts of the machine and sewing tools?

GUIDING QUESTIONS

Content

- What steps should be taken to ensure personal safety is practiced while in the sewing lab?
- What are the parts of the sewing machine?
- What is a plain seam? ($\frac{5}{8}$ ")
- What common seams are used, and how are they produced?
- What is a top stitch? ($\frac{1}{4}$ ")
- What is a zigzag seam finish?
- What is a basting stitch length?

Process

- How can students demonstrate safe practices on the sewing machine?
- How do you change the needle placement on the machine?
- How do you backstitch?
- How can you demonstrate a plain seam, top stitch, zigzag seam finish and a basting seam while

completing a sewing Driver's Test?

Reflective

- How have your seams/stitches improved as you have completed your Driver's Test?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.4 Analyze the benefits of making intelligent decisions.
 - 1.7 Apply problem-solving strategies to real-life situations.
 - 1.8 Demonstrate strategies for respecting self and others.
 - 1.9 Understand and practice appropriate skills and ethical behavior when using technology.
 - 1.10 Evaluate the importance of building foundational life literacy skills.
- **3.0 Personal Resource Management**
 - 3.1 Apply leadership and cooperative learning skills to achieve personal goals.
 - 3.2 Practice personal management skills in a variety of settings.
- **4.0 Healthy Living Environment**
 - 4.2 Apply concepts of personal safety in physical environments.
 - 4.3 Analyze storage needs of personal possession that fits lifestyle and space.
- **6.0 Apparel and Textiles**
 - 6.4 Practice appropriate repair and care of apparel as a means of extending life of item.
- **7.0 Career Readiness**
 - 7.4 Analyze the technical knowledge and skill development needed for specific career clusters.
- **8.0 Career Awareness**
 - 8.6 Develop foundational apparel design and production skills.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Supporting resources are district-adopted or endorsed resources, texts and digital tools aligned to the curriculum. These resources should serve as anchors for unit and lesson design

SOCIAL-EMOTIONAL SKILLS

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

TECHNOLOGY SKILLS

Knowledge Construction

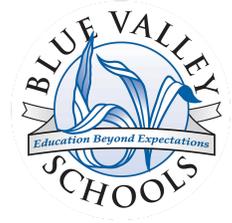
3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

KEY LEARNING EXPERIENCES

Choose lessons and projects to promote students' understanding of the parts and elemental use of a sewing machine.

- Parts of the Sewing Machine/Safety/Tools
- Driver's Test
- Sewing Samples

Creating with Textiles & Foods



UNIT 4: Projects (Take-Away Concepts)

ESSENTIAL QUESTION

BIG IDEAS

What sewing skills will you demonstrate to construct a project?

- Students create a usable project.

GUIDING QUESTIONS

Content

- What steps should be taken to ensure personal safety is practiced while in the sewing lab?
- How can I use various methods of measuring throughout the construction process?
- How do I select the correct cutting and pinning tools in the construction process?
- How can I correctly hand sew various construction projects?
- How can I consistently sew correct stitch widths?
- Why is it important to understand and follow instructions?
- What is the difference between pressing and ironing?
- Why is it important to use pressing and ironing skills?
- Why is it important to backstitch?
- How can I demonstrate the proper use of tools and machines in the sewing lab?
- How can I properly complete a project using the correct finishing techniques?

Process

- In what ways can I help to contribute to this class and to learning?
- How can communication and respect of the sewing lab affect my success?
- How will I know if I am successful in this class?
- When and how can I serve as a leader in a lab environment?
- How will I know when my project is constructed correctly?

Reflective

- What went well while constructing your project?
- How did you feel when you were constructing your project?
- How can you improve your final project?
- What skills did you develop?
- How did you use your time wisely during the project?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.4 Analyze the benefits of making intelligent decisions.
 - 1.5 Demonstrate effective communication skills.
 - 1.7 Apply problem-solving strategies to real-life situations.
 - 1.8 Demonstrate strategies for respecting self and others.
 - 1.9 Understand and practice appropriate skills and ethical behavior when using technology
 - 1.10 Evaluate the importance of building foundational life literacy skills.
- **3.0 Personal Resource Management**
 - 3.1 Apply leadership and cooperative learning skills to achieve personal goals.
 - 3.2 Practice personal management skills in a variety of settings.
- **4.0 Healthy Living Environment**
 - 4.2 Apply concepts of personal safety in physical environments.
 - 4.3 Analyze storage needs of personal possession that fits lifestyle and space.
- **6.0 Apparel and Textiles**
 - 6.4 Practice appropriate repair and care of apparel as a means of extending life of item.
- **7.0 Career Readiness**
 - 7.4 Analyze the technical knowledge and skill development needed for specific career clusters.
- **8.0 FCS Career Awareness**
 - 8.6 Develop foundational apparel design and production skills.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

SOCIAL-EMOTIONAL SKILLS

Self-Awareness

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- Recognizing strengths
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- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

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- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management

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- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building teamwork

TECHNOLOGY SKILLS

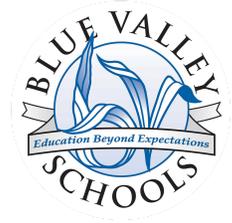
KEY LEARNING EXPERIENCES

The student will display the understanding of completion of a usable project:

- Computer Case Band

- Winter Hat
- 9-Patch Pillow/ 16 patch Pillow with form
- Apron

Creating with Textiles & Foods



UNIT 5: Kitchen Procedures, Equipment, Measurements

ESSENTIAL QUESTION

What is the importance of using proper equipment, measuring accurately, and reading a recipe?

BIG IDEAS

Students demonstrate the ability to read and interpret recipes (technical reading).

Students demonstrate the appropriate use of kitchen tools.

Students measure accurately.

GUIDING QUESTIONS

Content

- What information does a recipe provide?
- What are the proper tools to use while preparing various recipes?

Process

- Students will demonstrate the following during culinary labs:
 - How can I interpret and explain the information in a recipe?
 - How can dry and liquid ingredients be measured accurately?

Reflective

- How did I use the recipe to plan and carry out the lab?
- Why is it important to use the correct measuring techniques?
- Why is it important to use the correct equipment/tools?

FOCUS STANDARDS

- **5.0 Nutrition, Wellness and Food Preparation**
 - 5.8 Utilize basic kitchen math while preparing food
- **8.0 FCS Career Awareness**
 - 8.3 Analyze the technical knowledge and skills needed to be successful in Family and Consumer Sciences related careers.
 - 8.5 Develop foundational culinary skills

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Food, Nutrition and Wellness

Canvas resources:

- Labs
- Demonstrations
- Videos

SOCIAL-EMOTIONAL SKILLS

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

TECHNOLOGY SKILLS

Innovative Designer 4b. Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.

Creative Communicator 5c. Students break problems into component parts, identify key pieces and use that information to problem solve.

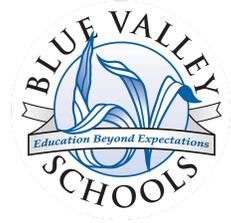
KEY LEARNING EXPERIENCES

Choose projects and activities to display understanding of measurement, kitchen equipment, and following step-by-step directions in a recipe.

- Demonstrations
- Videos
- Labs
 - Biscuits
 - Muffins

- Pancakes
- One Big Chocolate Chip Cookie

Creating with Textiles & Foods



UNIT 6: Introduction for our Food System and MyPlate

ESSENTIAL QUESTION

BIG IDEAS

How does food move from Farm to Table?

Students gain an awareness of the food system and food specific to their region.

Students explore the connections between personal food choices and the food system (Farm to Table).

How is food connected to health?

Students apply knowledge of MyPlate and the 6 essential nutrients to balance their daily food choices.

Students understand that food is a source of energy and heals and repairs our bodies.

GUIDING QUESTIONS

Content

- What are the benefits of buying local (for me and for my community)?
- What does a nutrition label tell about the food?
- What is the difference between natural and processed foods?
- What is MyPlate?
- What are the 6 essential nutrients and how do they relate to MyPlate?

Process

- How is food connected to health? (MyPlate)

Reflective

- Where does my food come from and why does it matter?
- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.4 Analyze the benefit of making intelligent decisions
- **3.0 Personal Resource Management**
 - 3.4 Analyze impact of personal financial decisions on the family, community and the environment
- **5.0 Nutrition, Wellness and Food Preparation**
 - 5.1 Apply nutrition basics in making healthy food choices

5.3 Apply wellness concepts to live a healthy lifestyle

5.4 Apply nutrition concepts to prepare healthy food

5.5 Analyze food sources and practices that impact the nutritional value of the food we consume

- **8.0 FCS Career Awareness**

8.1 Identify careers that are part of the Family and Consumer Sciences family

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Discovering our Food System (Cornell)

- What's for Dinner (Cornell pp10-20)

What the World Eats

Canvas resources

- Orange juice lab, Fresh or processed
- "Soda Shock, Energy Drinks" (Choices article)
- Grow light system (Burpee seeds for lettuce, basil, cilantro, Miracle Grow garden soil)
- Phil Lambert video
- Candy Calorie graphs

SOCIAL-EMOTIONAL SKILLS

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting

- Ethical responsibility

TECHNOLOGY SKILLS

Knowledge Constructor

3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.

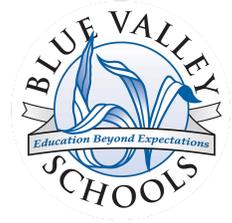
3.d. Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.

KEY LEARNING EXPERIENCES

Choose projects to display students' understanding of the progression of food from farm to table and the nutritional values imperative to good health.

- Orange juice lab, Fresh or processed
- Grow light system (Burpee seeds for lettuce, basil, cilantro, Miracle Grow garden soil)

Creating with Textiles & Foods



UNIT 7: Safety and Sanitation - Farm to Table

ESSENTIAL QUESTION

Why is safety and sanitation important in food preparation?

How is food connected to health, the community and the environment?

BIG IDEAS

Students understand the role of bacteria in food contamination.
Students understand and demonstrate safety measures in the food lab.
Students understand and demonstrate sanitation practices while working in the foods lab and in the home.
Students understand the role of safety and sanitation in the food system.
(Farm to Table)

GUIDING QUESTIONS

Content

- What steps should be taken to ensure personal safety is practiced while preparing foods?
- What procedures should be followed to ensure food is sanitary?
- What are examples of foodborne illnesses, and how can they be prevented?

Process

- How does food get from the farm to my table (awareness level)?
- From farm to table, how does cleanliness and proper storage play a role in food sanitation?
- How can I avoid cross contamination when preparing food?
- How can I keep food out of the temperature danger zone?
- What steps do we take to avoid spreading bacteria?
- When and how can technology enhance our learning experiences in FACS?
- How can technology be used safely in the food lab?

Reflective

- How have I demonstrated personal safety practices for myself and others while working in the food's lab?
- What can happen if safety procedures are not followed?
- What can happen if sanitation practices are not followed?
- As a consumer, why should I be aware of foodborne illnesses?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.3 Assess personal hygiene and self-care strategies
- **4.0 Healthy Living Environment**
 - 4.2 Apply concepts of personal safety in physical environments
- **5.0 Nutrition, Wellness and Food Preparation**
 - 5.6 Demonstrate food preparation and food safety concepts when preparing healthy food
 - 5.7 Demonstrate kitchen safety and personal sanitation habits in food labs
 - 5.9 Create a safe and effective work environment

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Food, Nutrition and Wellness, Chapter 5

Kitchen Safety and Sanitation video

Resources in Canvas

- Foodborne illness resource (Dr. X and the Quest for Food Safety, <https://www.fda.gov/food/foodscienceresearch/toolsmaterials/ucm182117.htm>)
Fight BAC YouTube
(https://www.youtube.com/watch?v=HHtVoFRwzHE&list=PLSEiCyXZ68zLuik1kmE-LZpsg7X_cc8Zw)
- Discovering our Food System (Cornell Booklet)
- “10 Top Safety and Sanitation Rules” video

SOCIAL-EMOTIONAL SKILLS

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

TECHNOLOGY SKILLS

Knowledge Constructor 3.d. Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.

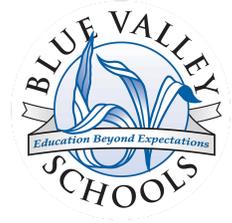
Digital Citizen 2.b. Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others.

KEY LEARNING EXPERIENCES

Choose learning experiences to promote student understanding of the importance of appropriate food safety and sanitation methods in the kitchen.

- 'Be Safe Not Sorry' cartoon
- Public Service Announcements by students
- Crime Scene detective
- Stir-fry demo and working with hamburger
- Farm to Table: fresh food vs. processed food activity (apple vs. chips)

Creating with Textiles & Foods



UNIT 8: Breakfast

ESSENTIAL QUESTION

What are the health benefits of eating breakfast?

What are the fundamental principles for preparing breakfast recipes?

BIG IDEAS

Students identify the nutrients found in a healthy breakfast.
Students use MyPlate as a guide to formulate breakfast meals.
Students identify various ways to prepare and store breakfast foods.

GUIDING QUESTIONS

Content

- What is the definition of breakfast?
- What foods would you select or create for a healthy breakfast?
- What are the benefits of having breakfast?
- What is a 'combination food?'

Process

- How does eating breakfast help weight management?
- How can I create healthy breakfast food choices?

Reflective

- How does breakfast help clarify your morning activities?
- How does eating breakfast make me a more focused and productive student?

FOCUS STANDARDS

- **1.0 Personal Development**
 - 1.1 Identify Maslow's hierarchy of needs on meeting basic needs.
 - 1.3 Assess personal hygiene and self-care strategies.
 - 1.4 Analyze the benefits of making intelligent decisions.
 - 1.7 Apply problem-solving strategies to real-life situations.

- **3.0 Personal Resource Management**
 - 3.2 Practice personal management skills in a variety of settings.
 - 3.6 Investigate basic roles and responsibilities of the consumer.
 - 3.7 Identify and apply wise consumer practices.
- **4.0 Healthy Living Environment**
 - 4.2 Apply concepts of personal safety in physical environments.
- **5.0 Nutrition, Wellness and Food Preparation**
 - 5.1 Apply nutrition basics in making healthy food choices.
 - 5.2 Assess personal exercise and sleep habits to enhance health.
 - 5.3 Apply wellness concepts to live a healthy lifestyle.
 - 5.4 Apply nutrition concepts to prepare healthy food.
 - 5.5 Analyze food sources and practices that impact the nutritional value of the food we consume. 5.6 Demonstrate food preparation and food safety concepts when preparing healthy food.
 - 5.7 Demonstrate kitchen safety and personal sanitation habits in food labs.
 - 5.8 Utilize basic kitchen math while preparing food.
 - 5.9. Create a safe and effective work environment.
- **8.0 FCS Career Awareness**
 - 8.5 Develop foundational culinary skills.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Supporting resources are district-adopted or endorsed resources, texts and digital tools aligned to the curriculum. These resources should serve as anchors for unit and lesson design.

SOCIAL-EMOTIONAL SKILLS

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school,

and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building teamwork

TECHNOLOGY SKILLS

Based on ISTE Standards for Students, these are discrete technology skills that unit designers will use to integrate digital tools in students' learning experiences. Intentionally broad and device and app agnostic, these skills build upon one another and provide students a strong foundation in technology use.

KEY LEARNING EXPERIENCES

Choose activities and labs to display students' understanding of the health benefits of a nutritious breakfast and how to prepare such a meal.

- **Labs:**
 - Quick Breads
 - Omelets
 - Granola
 - Blueberry Cream Cheese French Toast Rollup
 - Yogurt Parfait
 - Beverages
 - Smoothies
 - Monkey Bread
 - Roll-ups
 - Various egg recipes

Creating with Textiles & Foods



UNIT 9: Lunch

ESSENTIAL QUESTION

What are the health benefits of eating lunch?

What are the fundamental principles for preparing lunch recipes?

BIG IDEAS

Students identify the nutrients found in a healthy lunch.
Students use MyPlate as a guide to formulate lunch meals.
Students identify various ways to prepare and store lunch foods.

GUIDING QUESTIONS

Content

- What is the definition of lunch?
- What foods would you select or create for a healthy lunch?
- What are the benefits of having a healthy lunch?
- What cultural habits influence lunches around the world? (European meals, farmers)
- What is metabolism?

Process

- How does eating lunch help weight management?
- How can I create healthy lunch food choices?
- How does metabolism affect your body?

Reflective

- How does eating lunch make me a more focused and productive student?

FOCUS STANDARDS

- **1.0 Personal Development**

- 1.1 Identify Maslow's hierarchy of needs on meeting basic needs.
- 1.3 Assess personal hygiene and self-care strategies.
- 1.4 Analyze the benefits of making intelligent decisions.
- 1.7 Apply problem-solving strategies to real-life situations
- **3.0 Personal Resource Management**
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Social Awareness

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- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

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- Analyzing situations
- Solving problems
- Evaluating
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Self-Management

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- Impulse control
- Stress management
- Self-discipline
- Self-motivation
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- Organizational skills

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building teamwork

TECHNOLOGY SKILLS

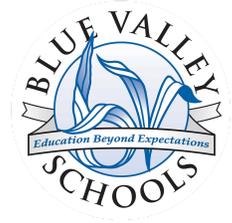
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KEY LEARNING EXPERIENCES

Choose activities and labs to display students' understanding of the health benefits of a nutritious lunch and how to prepare such a meal.

- School Lunch rooms (field trip) with video (<https://youtu.be/dxuQGlr79k>)
- Labs:
 - Sandwiches
 - Grilled Cheese
 - Tomato Soup
 - Salads
 - Pizza
 - Quesadillas
 - Tacos
 - Dips (fruit, hummus, etc)

Creating with Textiles & Foods



UNIT 10: Dinner

ESSENTIAL QUESTION

What are the health benefits of eating dinner?

What are the fundamental principles for preparing dinner recipes?

BIG IDEAS

Students identify the nutrients found in a healthy dinner.
Students use MyPlate as a guide to formulate dinner meals.
Students identify various ways to prepare and store dinner foods.

GUIDING QUESTIONS

Content

- What is the definition of dinner?
- What foods would you select or create for a healthy dinner?
- What are the benefits of having a healthy dinner?

Process

- How does eating dinner help weight management?
- How can I create healthy dinner food choices?
- How can I demonstrate proper manners and table settings during dinner?

Reflective

- How does eating dinner make me a more focused and productive student?
- What are the benefits and restrictions of eating a dinner made from scratch, take-out, delivery and eating out?

FOCUS STANDARDS

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KEY LEARNING EXPERIENCES

Choose activities and labs to display students’ understanding of the health benefits of a nutritious dinner and how to prepare such a meal.

- Labs:
 - Hawaiian Ham and Cheese

- Cheeseburger Casserole
- Pizza
- Tacos/Nachos
- Pulled Pork Sandwiches
- Sloppy Joe Muffin
- Salad (main or side)