

Family and Consumer Science 7

Kia Prell, Ava Bergen 2020-2021					
Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ: • HOW DO I SEW!</p> <p>UEQ: °How do I thread a needle and tie a knot? °How do I do the basic hand stitches needed to complete the hand sewing project?</p> <p>A. Hand Sewing A1. Threading a needle and tying a knot A2. Hand Stitches A3. Buttons</p>	<p>A. Hand Sewing A1. Demonstrate threading a needle and tying a knot A2. Demonstrate proper hand stitches Running Stitch Backstitch Whip Stitch A3. Demonstrate sewing on a button to fabric.</p>	<p>A.Hand Sewing A1. I can thread a hand-sewing needle and tie a knot. A2. I can do the following hand stitches: running stitch, backstitch and whip stitch. A2. I can demonstrate a “good” stitch that is straight, small, evenly spaced and the same size. A3. I can sew a button onto fabric.</p> <p>A, B. I can follow my project directions.</p>	<p>Minnesota Frameworks: 6.0 Demonstrate knowledge, skills, and practices in interiors, textiles, and apparel.</p>	<p>A. Hand Sewing</p> <p>CFA = Stitch Samples</p> <p>CSA = Hand Sewing Project</p>	<p>A. Hand Sewing To-Sew Guide for Teachers Informative Writing: I Love to Sew!</p> <p>YouTube Video: http://www.youtube.com/watch?v...</p> <p>Key Vocabulary running stitch backstitch whip stitch</p>

<p>UEQ: <i>°How do I operate a sewing machine?</i></p> <p>B. Sewing Machine B1. Safety B2. Parts of the sewing machine B3. Operating the sewing machine</p>	<p>B. Sewing Machine B1. Sewing machine and iron safety B2. Identify the parts of the sewing machine and their functions B3. Demonstrate operation of sewing machine</p>	<p>B.Sewing Machine B1. I can use an iron and sewing machine safely. B2. I can identify the different parts of the sewing machine and tell what they do. B3. I can operate a sewing machine using a straight and zig-zag stitch.</p> <p>A, B. I can follow my project directions.</p>		<p>B. Sewing Machine</p> <p>CFA = Machine Sewing Practice Square CSA = Pillowcase</p>	<p>B. Sewing Machine Husqvarna Sewing Machine Instruction Book</p> <p>Key Vocabulary presser foot take up lever foot pedal feed dogs hand wheel backstitch seam allowance</p>
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<p>CEQ: ° HOW CAN I PREPARE FOOD SAFELY IN THE KITCHEN?</p> <p>UEQ: ° <i>What is a Foodborne illness?</i> ° <i>What are the steps you should follow for safe food handling?</i></p> <p>C. Food Safety C1. Food Borne Illness C2. Safe handling of food C3. Hand Washing C4. Dish washing</p>	<p>C. Food Safety C1. Identify foodborne illness symptoms, causes, and prevention. C2. Identify proper food handling procedures to avoid unsanitary situations which could result in illness or infection C3: Describe the recommended steps in washing your hands. C4. I can demonstrate proficient dishwashing techniques.</p>	<p>C. Food Safety C1. I can explain food safety risks. C2. I can describe safe and unsafe food handling methods. C3. I can demonstrate the proper way to wash my hands. C4. I can properly wash dishes.</p>	<p>Minnesota Frameworks: 3.0 Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.</p>	<p>C. Food Safety CFA = Food Safety Notes CFA = Oil and Cinnamon Hand Washing Experiment CSA = Food Safety Quiz</p>	<p>C. Food Safety</p> <p>“Kitchen Safety Smart” video “Spoiled Rotten: Food Safety Investigation” video</p> <p>Key Vocabulary danger zone bacteria virus food borne illness risky foods non-risky foods food safety</p>
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<p>UEQ: <i>°How can I understand the different parts of a recipe?</i></p> <p><i>What skills are needed for following and creating a recipe in a group?</i></p> <p>D. In the Kitchen D1. Cooking terms D2. Parts of a recipe D3. Cooking equipment D4. Proper measuring of ingredients D5. Group Work D6. Kitchen Safety D7. Creating a product</p>	<p>D. In the Kitchen D1. Define cooking terms D2. Identify the 5 parts of a recipe and use them to follow a recipe. D3. Identify kitchen tools and their uses when cooking D4. Demonstrate proper measuring and techniques. D5. Plan and organize tasks for laboratory experiences D6. Act safely in the kitchen. D7. Create a product from a recipe.</p>	<p>D. In the Kitchen D1. I can recognize and define cooking terms. D2. I can recognize the five parts of a recipe and describe them. D3. I can identify kitchen equipment and their use. D4. I can use my math skills in the kitchen and measure ingredients correctly. D5. I can use a lab plan to organize my jobs in the kitchen. D6. I can follow kitchen safety rules when cooking. D7. Together with my group, I can follow a recipe to create a product.</p>		<p>D. In the Kitchen</p> <p>CSA= Reading Recipes Quiz</p> <p>Labs: Smoothies Microwave Caramel Ring Pancakes Mini Muffins Pasta Vegetable Stir Fry Chicken Wild Rice Soup Pizza Cookies</p>	<p>D.In the Kitchen <i>Adventures in Food and Nutrition</i></p> <p>“Math in the Kitchen: Do you Measure Up?” video</p> <p>Key Vocabulary Spatula Colander Strainer Turner Mixing Bowl Liquid measuring tools Dry measuring tools Measuring spoons Yield</p>
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Mini Units:	Mini Units:	Mini Units:		Mini Units:	Mini Units:
Microwaves	Microwaves -Safe operation of microwave oven -Awareness of materials used for microwave cooking	Microwaves -I can explain how a microwave works. -I can identify safe materials for microwave use.		Microwaves Microwave Poster presentation	Microwaves <i>Microwaves</i> <i>Standing Time</i>
Nutrition Fact Label	Nutrition Fact Label -Reading nutrition fact labels. -Reading ingredients label.	Nutrition Fact Label -I can read the ingredient label. -I can read the nutrition facts label. -I can identify the unfamiliar ingredients in an ingredient label.		Nutrition Fact Label Food -Nutrition Facts and Food Label Scavenger Hunt Activity	Nutrition Fact Label <i>Daily Value</i>
Grains	Grains -Whole grain foods. -Different types of grains.	Grains -I can recognize if a food product contains whole grains. -I can name some of the healthy benefits of eating whole grains.		Grains -Bread Sampling -Grain Notes -Grain Reading -Grain Art	Grains <i>Endosperm</i> <i>Germ</i> <i>Bran</i> <i>Whole Grains</i>
Manners & Etiquette -Table setting -Table Manners	Manners & Etiquette -Table setting -Basic table manners	Manners & Etiquette - I can set a table and demonstrate table manners.		Manners & Etiquette	Manners & Etiquette <i>etiquette</i>