Wethersfield Public Schools

SDMS Curriculum: Family & Consumer Science A

Grade(s)	7th/8th Grade
Unit Purpose	**Unit 1: Sewing** Students will learn basic hand sewing skills that include the running stitch, whip stitch, and how to sew a button. These skills will be demonstrated by creating a sewing sample and sewing project. The goal is that students are able to fix minor damage on clothing or anything made of fabric.
Pacing	15 Days

Vision of a Graduate

Problem Solving: Students will learn new knowledge and skills about hand sewing and then apply that knowledge and skills to the creation of a sewing sample and sewing project.

Unit Priority Standards

Textiles and Design

D 12. ***Explain the purposes and uses of a variety of common equipment, tools, and supplies for apparel and textile construction,*** *alteration, and repair.*

D 13. ***Describe and demonstrate basic skills for producing*** *and altering textile products and* ***apparel****.*

Unit Supporting Standards

Essential Questions

Why is sewing an important life skill?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Demonstrate proper use of basic sewing tools. 2. Use the running stitch properly 3. Use the whip stitch properly 4. Sew on a button 5. Apply proper sewing techniques to sewing sample and project.	1. Describe what tool is used for each skill 2. Explain the difference between multiple types of stitches including when each stitch is to be used

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Tool Identification: Students will hold up each tool at the beginning of each class and explain to a partner what it is used for (S1, K2) **Sewing Sample:** Students will create a sewing sample that includes seven lines of stitching, and two buttons on a piece of felt. (S1, S2, S3, S4, K2)	● Basic Sewing Tools (Needles, scissors, shears, sewing gauge, pins, seam ripper, ● Thread ● Felt (fabric) ● Paper ● Chromebook

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Sewing Project: Students will create a sewing project of their choice. The project must include both stitches learned and a button. The project will be hand sewn and made out of felt and thread. (Choices include animal, basketball, cartoon character etc.) (S1, S2, S3, S4, K2)	• Sewing videos • Sewing directions (google slide) • Google slide notes

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Grade(s)	7th Grade
Unit Purpose	**Unit 2: Kitchen Safety/Kitchen Basics**
Pacing	15 Days

Vision of a Graduate

Problem Solving: Students will apply cooking and kitchen safety concepts to the creation of recipes.
Communication: Students will communicate with their group members when they have completed their job specific tasks to ensure all group members are up to date on the recipe progress.
Collaboration: Students will each be assigned a cooking job and work in groups of 3-4 to complete cooking labs. Each job has specific tasks that allow them to contribute to the end goal of a completed recipe.

Unit Priority Standards

Nutrition and Food Production
I 23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
I 24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
I 25. Describe and demonstrate the proper procedures for storing equipment and tools.
E 11. Determine conditions and practices that promote safe food handling, production, and consumption.
E 12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
G 16. Demonstrate procedures applied to safety issues.
H 19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
H 21. Explain and demonstrate **techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.**
H 22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

Unit Supporting Standards

Essential Questions

Why is kitchen safety an important life skill?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Demonstrate kitchen safety concepts 2. Store tools and equipment properly 3. Safely handle food 4. Safely handle tools and equipment	1. Explain what a foodborne illness is and how to prevent contamination 2. Explain the importance of proper handwashing and sanitation

5. Practice proper hygiene and sanitation 6. Identify potential safety hazards in a kitchen	3. Explain what potential hazards are in a kitchen
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Cooking Labs: Students will participate in cooking labs. 7th grade will participate in 3-5 cooking labs to practice kitchen safety skills, storing tools/equipment properly, and handling food and tools/equipment properly. (S1, S2, S3, S4, K3) **Glow Germ Hands:** Students will practice proper hand washing with an activity that shows them how well they are washing their hands. (S5, K2) **Picture Practice:** Students will analyze pictures, videos, and real kitchens for examples of potential hazards and foodborne illness. They will record their findings in a chart and explain what the hazard is, what kind of injury it could cause, and how to make it safer. (S6, K1, K3)	● Chromebook ● Kitchens ● Basic Cooking tools ● Consumable cooking supplies (food, paper goods, etc.) ● Kitchen safety videos ● Google slide notes