

Family and Consumer Science Planned Course: Advanced Living Grades 9 - 11

Unit: **Basic Nutrition**

Content Standard: **Identify the basics of good nutrition.**

State Curriculum Standard: **11.3.9E Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.**

11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

PSSA Reading Anchors: **R11.B3 Interpret, describe, and analyze concepts and organization of nonfiction text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Emphasizing Positive Steps Toward Good Health</p> <p>B. Health Concerns that Teens are Most Vulnerable To</p> <p>C. Nutrients</p> <ul style="list-style-type: none"> Chemicals found in food that help the body work properly <p>D. People of all Ages Need the Same Basic Nutrients</p> <ul style="list-style-type: none"> Amounts needed vary throughout each life stage 	<ul style="list-style-type: none"> Identify the aspects that promote wellness for life Determine personal body mass index (BMI) Discuss the different eating disorders that are harmful Identify the six basic nutrients List the different stages of life and the changes that need to occur within the diet in each stage 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Teacher- made handout(s) 	<ul style="list-style-type: none"> Study guide Portfolio

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Course Content	Student Performance	Resources	Assessments
<p>E. People's Food Choices are Affected by Social and Personal Influences</p> <p>F. Dietary Guidelines for Americans</p> <ul style="list-style-type: none"> Recommendations for healthful food and fitness choices <p>G. Healthful Daily Food Choices</p>	<ul style="list-style-type: none"> Identify the social and personal influences that affect food choices Discuss the dietary guidelines for Americans Discuss the components of MyPyramid Record food intake for a 24-hour period and then record food into MyPyramid diet analysis program 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Teacher lecture Handout(s) (www.MyPyramid.gov/) www.MyPyramid.gov/ 	<ul style="list-style-type: none"> Diet analysis Printouts of diet Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Kitchen Skills**

Content Standard: **Demonstrate the ability to perform basic kitchen skills including: reading recipes, kitchen safety, measuring and use of kitchen equipment.**

State Curriculum Standard: **11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**

11.3.9B Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

PSSA Math Anchors: **M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.**

M11.B.1 Apply appropriate techniques, tools and formulas to determine measurements.

Course Content	Student Performance	Resources	Assessments
A. Working Efficiently and Safely in the Kitchen <ul style="list-style-type: none"> Basic knowledge of equipment Organization of equipment 	<ul style="list-style-type: none"> Identify the different types of kitchen appliances 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Study guide
B. Accidents in the Kitchen	<ul style="list-style-type: none"> Discuss the different accidents that can occur within the kitchen and how they can be prevented <ul style="list-style-type: none"> Careful work habits Follow safety rules consistently 	<ul style="list-style-type: none"> Teacher-made handout(s) 	<ul style="list-style-type: none"> Portfolio
C. Food Borne Illness	<ul style="list-style-type: none"> Read and discuss how to avoid the spread of food borne illnesses 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Video 	

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Course Content	Student Performance	Resources	Assessments
D. Recipes to Prepare a Meal or Dish E. Measuring Equipment F. Kitchen Preparation Techniques <ul style="list-style-type: none"> • Cutting • Mixing • Cooking • Microwaving 	<ul style="list-style-type: none"> • Discuss the different parts of a recipe • Identify the different types of measuring equipment • Discuss the different preparation techniques used in the kitchen 	<ul style="list-style-type: none"> • <u>Creative Everyday Living</u> (Glencoe, 2006) • Teacher-made handout(s) • Video 	<ul style="list-style-type: none"> • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

Family and Consumer Science Planned Course: Advanced Living Grades 9 - 11

Unit: **Small Kitchen Appliances**

Content Standard: **Identify, select, maintain, and use correctly a variety of the small electrical appliances, and research one for the presentation of a comprehensive report.**

State Curriculum Standard: **11.2.9E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/regional, appearance, and efficiency).**
11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management principles, budgetary, sensory appeal, balanced nutrition, safety, and sanitation).
1.1.6D Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities.
11.1.9D Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protections agencies, consumer action groups).
11.1.6F Explain practices to maintain and/or repair consumer goods and services.
11.1.9F Evaluate different strategies to obtain consumer goods and services.
PSSA Reading Anchors: **R11.B.3 Interpret, describe, and analyze concepts and organization of nonfiction skills.**

Course Content	Student Performance	Resources	Assessments
A. Types and Brands of Small Electrical Kitchen Appliances	<ul style="list-style-type: none"> Brainstorm and discuss current appliances Generate a list and identify those accessible in the schools food lab 	<ul style="list-style-type: none"> Teacher-made handout(s) 	<ul style="list-style-type: none"> Portfolio Evidence in future assignments
B. Types of Appliances <ul style="list-style-type: none"> Single use Multi-purpose Major Small 	<ul style="list-style-type: none"> Categorize and associate the function(s) of each appliance listed 	<ul style="list-style-type: none"> Teacher-made handout(s) 	

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Course Content	Student Performance	Resources	Assessments
C. Consumer Awareness Prior to Purchasing Small Appliances <ul style="list-style-type: none"> • Features • Junctions • Use • Care 	<ul style="list-style-type: none"> • Evaluate a variety of use and care books for: <ul style="list-style-type: none"> • Features • Functions • Use • Care • Maintenance • Guarantee/Warranty 	<ul style="list-style-type: none"> • Video • Evaluation sheets • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> • Teacher evaluation (rubric)
D. Appliances Uniqueness <ul style="list-style-type: none"> • Function • Use • Care • Maintenance 	<ul style="list-style-type: none"> • View video and discuss; choose an appliance from previous list and research information for a written report and an oral presentation 	<ul style="list-style-type: none"> • Video • Library 	

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Course Content	Student Performance	Resources	Assessments
E. Understanding the Use of Appliances	<ul style="list-style-type: none"> Oral report and demonstration before class members on the researched characteristics of his/her selected appliance <ul style="list-style-type: none"> Function Use Safety feature Care Cost Guarantee/warranty 	<ul style="list-style-type: none"> Teacher-supplied "Use and Care" for individual appliances Supplied and/or student researched evaluations from Consumer Reports Teacher-made evaluation sheets (teacher and peer evaluation) Teacher-supplied criteria sheet with point value assignment 	<ul style="list-style-type: none"> Student demonstration Peer assessment checklist Criteria checklist and grading sheet

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Course Content	Student Performance	Resources	Assessments
F. Meal Preparation Made Easier by the Use of Small Appliances	<ul style="list-style-type: none"> Resource and analyze a recipe that uses multiple small appliances following teacher made criteria 	<ul style="list-style-type: none"> Teacher-made worksheet(s) Cookbooks (classroom and library) Appliance flyers with suggested use recipes 	<ul style="list-style-type: none"> Worksheet
G. Use of an Appliance Increases <ul style="list-style-type: none"> Familiarity Comfort Efficiency of use 	<ul style="list-style-type: none"> Plan a food lab and prepare selected recipes from previous assignment incorporating lab group-decision making techniques for choice recipes Demonstrate and evaluate the successful preparation of a food lab including small kitchen appliances found within the food lab 	<ul style="list-style-type: none"> Recipes and lab sheets 	<ul style="list-style-type: none"> Lab Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Breaking the Fast**

Content Standard: **Identify the importance of breakfast.**

State Curriculum Standard: **11.3.9E Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.**

11.3.12.C Evaluate sources of food and nutrition information.

Course Content	Student Performance	Resources	Assessments
<p>A. Skipping Breakfast</p> <ul style="list-style-type: none"> Harmful to a person's health Affects performance within their daily life 	<ul style="list-style-type: none"> Identify the physical and mental harms of missing breakfast Read and discuss the background information on the nutritional values of breakfast 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) Handout(s) (www.uen.org) Video 	<ul style="list-style-type: none"> Portfolio
<p>B. Different Options for Breakfast.</p> <ul style="list-style-type: none"> Determine each individual's personal lifestyles Personal health Breakfast on the Go Traditional Breakfast 	<ul style="list-style-type: none"> Determine the nutritional values between different breakfast menus Demonstrate the preparation and evaluate the successful preparation of different breakfasts' 	<ul style="list-style-type: none"> Handout(s) (www.uen.org) 	<ul style="list-style-type: none"> Food lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Lunch**

Content Standard: **Identify and demonstrate the importance of making good choices for lunch.**

State Curriculum Standard: **11.3.9E Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.**

11.3.12C Evaluate sources of food and nutrition information.

Course Content	Student Performance	Resources	Assessments
<p>A. Lunch is the Second Most Important Meal of the Day</p> <ul style="list-style-type: none"> • Body needs calories to burn • Energy is needed for remainder of day <p>B. Teen Lunches are not always Well-Balanced or Nutritious</p> <ul style="list-style-type: none"> • Lack of information • Choices given in the lunch room 	<ul style="list-style-type: none"> • Identify better lunch choices for school, home, or a restaurant • Record the lunch they have eaten at school and then analyze the nutritional value of the meal • Compare a school lunch to a packed lunch • Demonstrate and evaluate the successful preparation of a well-balanced lunch 	<ul style="list-style-type: none"> • Study guide • <u>Food for Today</u> (Glencoe, 2006) • Lunch diary • www.Mypyramid.gov • Teacher-made Lunch menus • A Well-Balanced Lunch • A Traditional Lunch 	<ul style="list-style-type: none"> • Portfolio • Analysis of lunch diet • Analysis of two types of meals • Lab • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Entertaining**

Content Standard: **Identify the various areas of responsibility and planning required to successfully host a social event and complete one such event.**

State Curriculum Standard: **11.3.12F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving meals that meet the specific nutritional needs of individuals across their lifespan.**

Course Content	Student Performance	Resources	Assessments
A. Planning a Gathering <ul style="list-style-type: none"> • Money • Time • Energy 	<ul style="list-style-type: none"> • Discuss the different things that are involved in party planning 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> • Portfolio
B. Social Gatherings Have Themes	<ul style="list-style-type: none"> • Within their kitchen groups, each group will develop a theme and will come up with ideas for the theme they have chosen 		
C. Party Invitations <ul style="list-style-type: none"> • Date • Time • Place • Person of honor • Event • Clothing • RSVP 	<ul style="list-style-type: none"> • Complete an invitation that is appropriate for the theme of your party 	<ul style="list-style-type: none"> • Library 	<ul style="list-style-type: none"> • Completed invitation
D. Considerations when Planning a Menu <ul style="list-style-type: none"> • Guests' preferences and dietary restrictions 	<ul style="list-style-type: none"> • Develop a menu based on the theme of your party as well as your guests preferences 	<ul style="list-style-type: none"> • Library 	<ul style="list-style-type: none"> • Completed menus

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Course Content	Student Performance	Resources	Assessments
E. Six Styles of Meal Service <ul style="list-style-type: none"> American or family style Russian or continental service English service Compromise service Blue plate service Buffet service 	<ul style="list-style-type: none"> Read and discuss the six different styles and services 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) Handout(s) 	<ul style="list-style-type: none"> Lab Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities
F. Responsibilities of a Host and Guest	<ul style="list-style-type: none"> Discuss the responsibilities of the host and the guest 	<ul style="list-style-type: none"> Teacher lecture 	
G. Outdoor Meals are an Important Part of Warm Weather Entertaining	<ul style="list-style-type: none"> Identify different aspects of outdoor dining 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	
H. Dining Out is an Option for Entertaining	<ul style="list-style-type: none"> Discuss the proper etiquette for dining in a restaurant Define the terms used in eating meals Read and discuss the different types of restaurants Demonstrate and evaluate the proper preparation of a planned party/event 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) Handout(s) Planned event food lab 	

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Unit: **Consumerism**

Content Standard: **Identify and demonstrate the basic principles of consumerism.**

State Curriculum Standard: **11.1.9D Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).**

11.1.9G Evaluate different strategies to obtain consumer goods and services.

11.1.12G Compare and contrast the selection of goods and services by applying effective consumer strategies.

PSSA Reading Anchors: **R.11.A.2 Understand notification appropriate to grade level.**

R.11.B.3 Interpret, describe, and analyze concepts and organization of nonfiction text.

Course Content	Student Performance	Resources	Assessments
<p>A. A Consumer Buys and Uses Products and Services</p> <p>B. The Government has Enacted Laws to Protect Consumers and Regulate the Sale of Goods and Services</p> <ul style="list-style-type: none"> • Goods • Health insurance • Home loans <p>C. Consumers can Gather Information about Products</p>	<ul style="list-style-type: none"> • Discuss the influences of the consumer decisions • Identify the different rights of the consumer • List sources that may be available to students • Use library resources to research and gather information of certain products • Students will generate a small “article” on what they have determined on their product <ul style="list-style-type: none"> • The articles will cumulate to make the classrooms “Teen Consumer Report” 	<ul style="list-style-type: none"> • <u>Creative Everyday Living</u> (Glencoe, 2006) • Library 	<ul style="list-style-type: none"> • Portfolio • Study guide • Student article on specific product • Teacher-made rubric on article, creativity of article and overall presentation

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R.11.B.3 Interpret, describe, and analyze concepts and organization of nonfiction text.

Course Content	Student Performance	Resources	Assessments
D. Handling a Consumer's Problem With an Unsatisfactory Product	<ul style="list-style-type: none"> Read and discuss the best approach to dealing with a consumer problem Discuss the best way to handle the situation in the given scenarios 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Written response to the scenarios given in class. Exam
E. Consumers Often Give Out Personal and Financial Information Resulting in: <ul style="list-style-type: none"> Identity theft Fraud 	<ul style="list-style-type: none"> Discuss different examples of identity theft and/or fraud Read articles from the Internet about identity theft Read and discuss identity theft, how it occurs and how it can be prevented 	<ul style="list-style-type: none"> Articles (magazines, internet, newspaper articles) <u>Creative Everyday Living</u> (Glencoe, 2006) 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Advanced Living Grades 9 - 11

Unit: **Financial Management**

Content Standard: **Identify and demonstrate basic financial management concepts.**

State Curriculum Standard: **11.1.9B Explain the responsibilities associated with managing personal finances. (e.g., savings, checking, credit, non cash systems, investments, insurance).**
11.1.12E Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).

11.1.12B Analyze the management of financial resources across the lifespan.

PSSA Math Anchors: **M11.A.3.2 Use estimation strategies in problem-solving situations.**

Course Content	Student Performance	Resources	Assessments
A. Understanding a Paycheck is the First Step to Financial Management	<ul style="list-style-type: none"> Calculate deductions that appear on the pay stub 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Teacher-made example of a paycheck 	<ul style="list-style-type: none"> Portfolio
B. All Workers are Required to Pay Income Taxes	<ul style="list-style-type: none"> Properly complete a W-2 form and discuss the purpose and meaning of the form 	<ul style="list-style-type: none"> W-2 forms 	<ul style="list-style-type: none"> Properly completed W-2 form
C. Checking Accounts <ul style="list-style-type: none"> Convenient Secure 	<ul style="list-style-type: none"> Compare different local bank brochures and list pros and cons of each institute <ul style="list-style-type: none"> Determine the best facility to open a checking account 	<ul style="list-style-type: none"> Bank brochures Teacher-made handout(s) 	
D. Writing a Check Instructs a Bank to Pay a Person a Specific Amount of Money	<ul style="list-style-type: none"> Correctly write out a check. Correctly balance a checkbook 	<ul style="list-style-type: none"> Teacher-made handout(s) Teacher-made handout(s) 	<ul style="list-style-type: none"> Properly completed written check and checkbook

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Course Content	Student Performance	Resources	Assessments
E. Technology Makes it Possible for Many Financial Transactions to be Done Electronically	<ul style="list-style-type: none"> Read and discuss the different types of electronic transactions 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Unit quiz
F. An insurance policy is a legal contract that spells out the agreement between the insurance company and the consumer. There are 4 main types of insurance: <ul style="list-style-type: none"> Health Auto Home Life 	<ul style="list-style-type: none"> Take a pretest on the different types of insurance. Work in groups and each research on a type of insurance Construct a report and present to the class 	<ul style="list-style-type: none"> Teacher-made insurance pre-test Library 	<ul style="list-style-type: none"> Report and presentation
G. Investing Money to Make More Money Over Time	<ul style="list-style-type: none"> Read and discuss the risks of investments as well as the different types of investment options 	<ul style="list-style-type: none"> Handout(s)/textbook worksheet 	<ul style="list-style-type: none"> Unit quiz

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PSSA Math Anchors: **M11.A.3.2 Use estimation strategies in problem-solving situations.**

Course Content	Student Performance	Resources	Assessments
H. When Using Credit You Receive Money, Goods, or Service Immediately and pay the cost at a Later Date	<ul style="list-style-type: none"> Read and discuss the different types of credit <ul style="list-style-type: none"> Cash loans Sales credit Credit cards Identify the pros and cons of using credit 	<ul style="list-style-type: none"> Handout(s)/textbook worksheet 	
I. Credit History is an Ongoing Pattern of Past Behavior in Paying Debts	<ul style="list-style-type: none"> Discuss different questions that may be asked to identify your credit history 	<ul style="list-style-type: none"> Lecture 	
J. Determining which Credit Card to Use can be Difficult	<ul style="list-style-type: none"> Compare different terms and fees for credit cards 	<ul style="list-style-type: none"> Credit card brochures 	<ul style="list-style-type: none"> Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Sewing and Clothing Construction**

Content Standard: **Construct and article of clothing fulfilling the criteria and requirements set forward by teacher.**

State Curriculum Standard: **Level 4 benchmark BD(AE) – Knows skills to be used in clothing maintenance, repair, alteration and/or construction (e.g., interpreting pattern instructions, preparing fabric, and selecting notions; using and caring for tools equipment in a safe manner; using advanced hand and machine sewing skills).**

Level 4 Benchmark BD (NE) – Uses sewing skills to produce a variety of apparel items (e.g., pants, jackets, shirts, skirts, dresses)

PSSA Math Anchors: **M11.A.3.2 Use estimation strategies in problem-solving situations.**

Course Content	Student Performance	Resources	Assessments
A. The Sewing Machine is the Primary Piece of Equipment Used for Sewing Projects	<ul style="list-style-type: none"> Identify the different parts of the sewing machine and the purpose of each part 	<ul style="list-style-type: none"> Teacher-made handout(s) Sewing machine 	<ul style="list-style-type: none"> Portfolio Sewing machine quiz
B. There are Other Tools that Need to be Used When Sewing	<ul style="list-style-type: none"> Define the different types of tools and demonstrate their uses 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Teacher-made worksheet 	
C. Knowing your Body Measurements is Essential for Choosing the Right Pattern Size	<ul style="list-style-type: none"> Using the measuring tape, students will work in pairs to determine their measurements and then their size on a sewing pattern 		
D. Following Directions on the Pattern is Crucial in Completing the Project Correctly	<ul style="list-style-type: none"> Discuss the different parts of a sewing pattern and what each mean Follow the guide sheet step-by-step 	<ul style="list-style-type: none"> Lecture Handout(s) Sewing patterns 	

Family and Consumer Science Planned Course: Advanced Living Grades 9 - 11

Unit: **Sewing and Clothing Construction**

Content Standard: **Construct and article of clothing fulfilling the criteria and requirements set forward by teacher.**

State Curriculum Standard: **Level 4 benchmark BD(AE) – Knows skills to be used in clothing maintenance, repair, alteration and/or construction (e.g., interpreting pattern instructions, preparing fabric, and selecting notions; using and caring for tools equipment in a safe manner; using advanced hand and machine sewing skills).**

Level 4 Benchmark BD (NE) – Uses sewing skills to produce a variety of apparel items (e.g., pants, jackets, shirts, skirts, dresses)

PSSA Math Anchors: **M11.A.3.2 Use estimation strategies in problem-solving situations.**

Course Content	Student Performance	Resources	Assessments
E. Laying out the Pattern and Properly Marking the Material will Ensure a Correct Fitting	<ul style="list-style-type: none"> Identify the different pattern symbols and lines 	<ul style="list-style-type: none"> Teacher-made handout(s) 	<ul style="list-style-type: none"> Portfolio Sewing machine quiz
F. Different Types of Machine Sewing Techniques are Needed to Complete a Sewing Project	<ul style="list-style-type: none"> Properly lay out a pattern and cut according to the markings Using the machine, students will practice each type of stitch 	<ul style="list-style-type: none"> Teacher demonstration Machines and scrap fabric 	<ul style="list-style-type: none"> Completed piece of fabric incorporating each of the different types of stitches Self-assessment of individuals sewing readiness
G. Garment Construction Requires Selection and Purchase of <ul style="list-style-type: none"> Pattern Fabric Notions 	<ul style="list-style-type: none"> Go on a field trip to make fabric purchases 	<ul style="list-style-type: none"> Local fabric stores (school-supplied transportation arranged in advance) 	<ul style="list-style-type: none"> Needs check-off list

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Course Content	Student Performance	Resources	Assessments
H. Successful Garment Construction Requires the Proper Preparation of the Fabric and Pattern	<ul style="list-style-type: none"> • Straighten fabric matching stripes and plaids are necessary • Prepare pattern pieces for pinning 	<ul style="list-style-type: none"> • Teacher demonstration: <ul style="list-style-type: none"> • Lay out sheets • Cutting/pinning • Instruction sheet – reading • Teacher prompts • Sewing instructions in pattern: <ul style="list-style-type: none"> • Guide sheet from pattern • Alteration prompts if size problems exist • Teacher prompts • Teacher overview of lab • Rules and safety practices • Teacher-generated portfolio question: <ul style="list-style-type: none"> • How would constructing your own garments help manage your resources throughout life? 	<ul style="list-style-type: none"> • Teacher-generated student performance evaluation • Lab • Completed sewing project
I. Correct Techniques Produce the Proper Size and Well-Constructed Garments <ul style="list-style-type: none"> • Measuring • Size choice • Altering for special needs • Pinning • Cutting • Sewing 	<ul style="list-style-type: none"> • Follow pattern instructions for a selected garment to: <ul style="list-style-type: none"> • Size • Pin • Cut • Sew 		
J. Clothing Construction is a Life Skill	<ul style="list-style-type: none"> • Complete portfolio writing assignment 		<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities