

<b>Unit/Skill: Safety and Sanitation</b>	
<b>Days</b>	2 Days
<b>Content</b>	Preventing kitchen accidents; Identify safety hazards in the kitchen; How to assist accident victims; Planning ahead for problems and emergencies
<b>Core Content</b>	2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce <a href="#">intentional and unintentional injuries</a> to self and others.
<b>Essential Questions</b>	Why is it important to follow safety and sanitation procedures in the Food Lab?
<b>Skills The Student Will...</b>	1. Demonstrate appropriate safety and sanitation procedures for hands-on experiences. 2. Demonstrate the use of recommended safety and protective devices. 3. Describe appropriate response procedures for emergency situations.  <u>Possible Learning Activities</u> 1. Identify common hazards associated with home, school, and community. 2. Explain how common hazards can be eliminated in the home, school, and community.
<b>Assessment</b>	Application of Safety Procedures in lab settings Provide clear expectations of performance Teacher feedback
<b>Literacy Integration</b>	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>Health &amp; Phys Ed Integration</b>	2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

<b>Unit/Skill: Kitchen Equipment and Appliances</b>	
<b>Days</b>	2 Days

**Unit/Skill: Kitchen Equipment and Appliances**

<b>Content</b>	How microwave ovens work and appropriate cookware for the microwave; Small appliance use and care; Measuring tools; Mixing tools; Cutting tools; Baking tools; Preparation tools use and care.
<b>Core Content</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.
<b>Essential Questions</b>	Why is it important to know the functions of basic kitchen utensils, equipment and appliances?
<b>Skills The Student Will...</b>	1. Students will identify the name, use and grouping of each type of kitchen utensil, equipment and appliances.  <u>Possible Learning Activities</u> 1. Identify the name, use and grouping of each type of kitchen utensil, equipment and appliances. 2. Work cooperatively in small peer groups to identify and group each type of kitchen utensil, equipment and appliances.
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Identify errors in reasoning
<b>Literacy Integration</b>	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information.
<b>21st Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.

**Unit/Skill: Abbreviations Equivalent and Recipe Formats**

<b>Days</b>	2 Days
<b>Content</b>	Gain an understanding of common abbreviations used for measurement;, Equivalent measures, Recipe formats; Describe parts of the recipe; and Define recipe terms
<b>Core Content</b>	9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.

## Unit/Skill: Abbreviations Equivalents and Recipe Formats

	5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>Essential Questions</b>	Why is it important to understand abbreviations? Why do we need equivalents in converting recipes? Why do we need to read the recipe?
<b>Skills The Student Will...</b>	1. Identify common abbreviations used in recipes. 2. Convert basic measurements :teaspoon to tablespoons, cups to pints, pints to quarts, quarts to gallons  <u>Possible Learning Activities</u> 1. Write abbreviations, convert measurements, and identify recipe parts 2. Use the "Big G" as a visual aid in converting equivalents
<b>Assessment</b>	Accuracy of work Oral discussion of understanding
<b>Literacy Integration</b>	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>Mathematics Integration</b>	7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. 7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Technology Integration</b>	8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query. 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.

**Unit/Skill: Foods Lab Organization and Group Planning**

<b>Days</b>	2 Days
<b>Content</b>	Plan, carryout and evaluate a lab experience; Choose cooperative learning groups for lab experiences; locate equipment in lab station
<b>Core Content</b>	2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate
<b>Essential Questions</b>	Why is it important to choose a lab group wisely, locate equipment in the lab station and plan the lab experience before participating in the lab?
<b>Skills The Student Will...</b>	1. Describe qualities of a good lab group 2. Discuss importance of cooperation when working with others 3. Identify locations of lab equipment in the kitchen area  <u>Possible Learning Activities:</u> 1. Kitchen equipment scavenger hunt
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Identify errors in reasoning
<b>Literacy Integration</b>	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
<b>Health &amp; Phys Ed Integration</b>	2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Technology Integration</b>	8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills 9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

**Unit/Skill: Foods Lab Organization and Group Planning**

- 9.1.8.D.1 Employ appropriate conflict resolution strategies.  
9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

**Unit/Skill: My Plate –Food Groups**

<b>Days</b>	2 Days
<b>Content</b>	Nutrition in teen years; My Plate.Gov- serving sizes, number of servings; Calories- your bodies fuel; Label reading
<b>Core Content</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p>
<b>Essential Questions</b>	<p>Why are the nutrients found in each group necessary for healthy living?</p> <p>How do you create a balanced eating plan?</p>
<b>Skills The Student Will...</b>	<p>1. Describe how to create a balanced eating plan.</p> <p>2. Identify a serving size.</p> <p>Possible Learning Activities: <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a>-The SuperTracker can help you plan, analyze, and track your diet and physical activity. You can look up individual foods to see or compare their nutritional value, find recommendations for what and how much you should eat, compare your food choices to these recommendations and to your nutrient needs, and assess personal physical activities and identify ways to improve. Find recommendations for what and how much you should eat.</p>
<b>Assessment</b>	<p>Provide clear expectations of performance</p> <p>Teacher feedback</p> <p>Identify errors in reasoning</p>
<b>Literacy Integration</b>	<p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<b>Mathematics Integration</b>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</p>

**Unit/Skill: My Plate –Food Groups**

	<p>7.RP.2. Recognize and represent proportional relationships between quantities.</p> <p>7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>
<b>Science Integration</b>	<p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.C.1 Monitor one’s own thinking as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building.</p>
<b>Technology Integration</b>	<p>8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> <p>8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.</p> <p>8.1.8.A.3 Create a multimedia presentation including sound and images.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.</p>

**Unit/Skill: Grain**

<b>Days</b>	4 Days
<b>Content</b>	Types of grains; Parts of a grain; Select/purchase grain products; Storing grains; Prepare a grain product
<b>Core Content</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
<b>Essential Questions</b>	Why are the nutrients found in grains important to a healthy eating plan?

<b>Unit/Skill: Grain</b>	
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>1. Describe the variety of grains available.</li> <li>2. Know how to select a grain product in the supermarket.</li> <li>3. Identify how to store and prepare grain products to protect their quality.</li> <li>4. Prepare a grain based lab product.</li> </ol> <p><u>Possible Learning Activities</u></p> <ol style="list-style-type: none"> <li>1. Teacher directed activity</li> <li>2. Demonstration of Grain based recipe</li> <li>3. Grain Lab experience</li> <li>4. DVD-Example "Amazing Grains"</li> </ol>
<b>Assessment</b>	<p>Provide clear expectations of performance Teacher feedback Identify errors in reasoning Lab Rubric</p>
<b>Literacy Integration</b>	<p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<b>Mathematics Integration</b>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>1/2/1/4</math> miles per hour, equivalently 2 miles per hour. 7.RP.2. Recognize and represent proportional relationships between quantities. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
<b>Science Integration</b>	<p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations. 5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined. 5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models. 5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>

<b>Unit/Skill: Grain</b>	
	5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Social Studies Integration</b>	6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
<b>Technology Integration</b>	8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query. 8.1.8.A.3 Create a multimedia presentation including sound and images.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.

<b>Unit/Skill: Fruits</b>	
<b>Days</b>	4 Days
<b>Content</b>	Types of fruits; How to buy and store fruit; Nutrients in Fruits; Prepare a fruit recipe
<b>Core Content</b>	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
<b>Essential Questions</b>	Why is it important to be able to identify good quality fruits? Why are fruits important to good nutrition? Why is it important to follow directions when preparing a fruit recipe?

<b>Unit/Skill: Fruits</b>	
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>1. Identify types of fruits</li> <li>2. Describe how to buy and store fruit</li> <li>3. Prepare fruit dishes to maintain nutrients, colors, flavors, and textures</li> </ol> <p>Possible Learning Activities:</p> <ol style="list-style-type: none"> <li>1. Teacher directed activity-use unit pricing to determine price of fruits by the pound</li> <li>2. Demonstration of fruit based recipe</li> <li>3. Fruit Lab experience</li> </ol>
<b>Assessment</b>	<p>Provide clear expectations of performance</p> <p>Teacher feedback</p> <p>Identify errors in reasoning</p> <p>Lab Rubric</p>
<b>Literacy Integration</b>	<p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<b>Mathematics Integration</b>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</p> <p>7.RP.2. Recognize and represent proportional relationships between quantities.</p> <p>7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
<b>Science Integration</b>	<p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p>

<b>Unit/Skill: Fruits</b>	
	5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query. 8.1.8.A.3 Create a multimedia presentation including sound and images.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.

<b>Unit/Skill: Vegetables</b>	
<b>Days</b>	4 Days
<b>Content</b>	Types of vegetables; Selection of high quality vegetables; Storing vegetables; preservation of colors, flavors, textures, and nutrients of vegetables during cooking.
<b>Core Content</b>	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
<b>Essential Questions</b>	Why is it important to understand the principals of cooking vegetables? Why is it important to be able to identify good quality vegetables? Why are vegetables important to good nutrition? Why is it important to follow directions when preparing a vegetable recipe?
<b>Skills The Student Will...</b>	1. Identify types of vegetables 2. Select high quality vegetables 3. Describe how to buy and store vegetables 4. Prepare vegetable dishes to maintain nutrients, colors, flavors, and textures  <u>Possible Learning Activities:</u> 1. Teacher directed activity-use unit pricing to determine price of vegetables by the pound 2. Demonstration of vegetable based recipe 3. Vegetable Lab experience

<b>Unit/Skill: Vegetables</b>	
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Identify errors in reasoning Lab Rubric
<b>Literacy Integration</b>	RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Mathematics Integration</b>	7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour. 7.RP.2. Recognize and represent proportional relationships between quantities. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
<b>Health &amp; Phys Ed Integration</b>	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
<b>Science Integration</b>	5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations. 5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined. 5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models. 5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query. 8.1.8.A.3 Create a multimedia presentation including sound and images.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

<b>Unit/Skill: Vegetables</b>	
	9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
<b>Unit/Skill: Dairy</b>	
<b>Days</b>	4 Days
<b>Content</b>	Types of dairy products on the market; Selection of dairy products; storage of dairy products; Cooking dairy products
<b>Core Content</b>	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
<b>Essential Questions</b>	Why is it important to include dairy products in your eating plan for healthy living?
<b>Skills The Student Will...</b>	1. Describe the types of dairy products on the market 2. Select dairy products in the marketplace 3. Describe how to store dairy products to preserve nutrients, appeal, and safety 4. Explain how to prepare a dairy based recipe  <u>Possible Learning Activities:</u> 1. Teacher directed activity 2. Demonstration of Dairy based recipe 3. Dairy Lab experience 4. Dairy Poster project 5. Video-Example "Crash Course on Calcium"
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Identify errors in reasoning Lab Rubric
<b>Literacy Integration</b>	RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..

<b>Unit/Skill: Dairy</b>	
	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Mathematics Integration</b>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>1/2 \div 1/4</math> miles per hour, equivalently 2 miles per hour.</p> <p>7.RP.2. Recognize and represent proportional relationships between quantities.</p> <p>7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.4 Analyze the nutritional values of new products and supplements</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices</p>
<b>Science Integration</b>	<p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.C.1 Monitor one's own thinking as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building.</p> <p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
<b>Technology Integration</b>	<p>8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> <p>8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.</p> <p>8.1.8.A.3 Create a multimedia presentation including sound and images.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.</p>

<b>Unit/Skill: Protiens</b>	
<b>Days</b>	4 Days
<b>Content</b>	Types of protein products on the market; Selection of protein products; Storage of protein products; Cooking protein products
<b>Core Content</b>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
<b>Essential Questions</b>	Why are protein based foods an important part of a healthy eating plan?
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>1. Describe the types of protein products on the market-animal vs. plant</li> <li>2. Select protein products in the marketplace</li> <li>3. Describe how to store protein products to preserve nutrients, appeal, and safety</li> <li>4. Explain how to prepare a protein based recipe</li> </ol> <p><u>Possible Learning Activities:</u></p> <ol style="list-style-type: none"> <li>1. Teacher directed activity</li> <li>2. Demonstration of Protein based recipe- Vegetarian Chili</li> <li>3. Lab experience</li> </ol>
<b>Assessment</b>	<p>Provide clear expectations of performance</p> <p>Teacher feedback</p> <p>Identify errors in reasoning</p> <p>Lab Rubric</p>
<b>Literacy Integration</b>	<p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<b>Mathematics Integration</b>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>1/2 / 1/4</math> miles per hour, equivalently 2 miles per hour.</p> <p>7.RP.2. Recognize and represent proportional relationships between quantities.</p> <p>7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>

<b>Unit/Skill: Protiens</b>	
<b>Health &amp; Phys Ed Integration</b>	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 2.1.4.B.4 Interpret food product labels based on nutritional content. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
<b>Science Integration</b>	5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations. 5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. 5.1.8.C.1 Monitor one’s own thinking as understandings of scientific concepts are refined. 5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models. 5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations. 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. 5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query. 8.1.8.A.3 Create a multimedia presentation including sound and images.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.

<b>Unit/Skill: Basic Hand Sewing Equipment</b>	
<b>Days</b>	1 Day
<b>Content</b>	Identifying name and use for hand sewing tools/equipment; Location of tools in room; Safe use of tools and equipment during construction process.
<b>Core Content</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.
<b>Essential Questions</b>	Why are basic hand sewing equipment necessary to complete a sewing project?

**Unit/Skill: Basic Hand Sewing Equipment**

<b>Skills The Student Will...</b>	<p>1. Demonstrate the location and storage of all hand equipment in room. 2. Demonstrate the safe operation of hand tools while constructing project.</p> <p><u>Possible Learning Activities:</u> 1. Identify tools by listing name and use of each. 2. Locating and demonstrating safe operation of tools in classroom.</p>
<b>Assessment</b>	<p>Application of safe use of all hand tools. Provide clear expectations of performance. Teacher demonstration and feedback.</p>
<b>Literacy Integration</b>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.P.D.1 Use safe practices indoors and out. 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community. 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community. 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p>
<b>Science Integration</b>	<p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>

**Unit/Skill: Basic Hand Sewing**

<b>Days</b>	3 Days
<b>Content</b>	Basic Hand sewing techniques used to sew a button, hem a garment, and stitches used to repair garments
<b>Core Content</b>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
<b>Essential Questions</b>	Why is it important to be able to sew on a button and perform basic hand sewing techniques used to repair clothing?

<b>Unit/Skill: Basic Hand Sewing</b>	
<b>Skills The Student Will...</b>	1. Demonstrate appropriate techniques to sew a button 2. Demonstrate the hand basic stitches used to repair garments 3. Describe appropriate stitches used for different repair scenarios  <u>Possible Learning Activities</u> 1. Identify basic hand stitches needed for a clothing repair. 2. Explain and demonstrate a variety of hand stitching techniques.
<b>Assessment</b>	Application of sewing techniques on a sewing sampler, button application, backstitch, hemming stitch, and overcast stitch. Provide clear expectations of performance Teacher feedback
<b>Literacy Integration</b>	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

<b>Unit/Skill: Sewing Machine</b>	
<b>Days</b>	6 Days
<b>Content</b>	Identify parts of sewing machine by name, use and location; Safety skills in operation of sewing machine; Machine settings; Winding a bobbin on machine; Threading sewing machine; Sewing machine practice on paper patterns as well as fabric.
<b>Core Content</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Essential Questions</b>	Why is it important to set up the sewing machine for safe operation during construction of sewing project?

<b>Unit/Skill: Basic Hand Sewing</b>	
<b>Skills The Student Will...</b>	1. Students will identify the name, use and setting for all sewing machine parts. 2. Students will gain hands-on experience in the operation of the sewing machine.  <u>Possible Learning Activities:</u> 1. Identify machine parts and functions on worksheet as well as at the machine. 2. Observe demonstrations and practice set up and operation of machines 3. Practice Blank Stitching
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Completion of paper patterns and stitching quiz
<b>Literacy Integration</b>	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Science Integration</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

<b>Unit/Skill: Project Construction</b>	
<b>Days</b>	12 days
<b>Content</b>	Following instructions to construct sewing project; Safe operation and use of hand sewing equipment and sewing machine to construct project
<b>Core Content</b>	5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies. RST 6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST 6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . RST 6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RST 6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints. 8.2.8.B.3 Solve a science-based design challenge and build a prototype using science and math principles throughout the design process. 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in

<b>Unit/Skill: Project Construction</b>	
	each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
<b>Essential Questions</b>	Why is it important to follow directions as laid out on guide sheet?
<b>Skills The Student Will...</b>	1. Read guide sheet and follow steps as outlined to construct project. 2. Work independently to complete project.  <u>Possible Learning Activities:</u> 1. Work independently following guide sheet directions for step to step progress/completion of project
<b>Assessment</b>	Provide clear expectations of performance. Teacher feedback. Identify errors in construction. Evaluation rubric.
<b>Literacy Integration</b>	RST 6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST 6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . RST 6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RST 6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>Mathematics Integration</b>	7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour. 7.RP.2. Recognize and represent proportional relationships between quantities. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
<b>Science Integration</b>	5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building. 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
<b>Technology Integration</b>	8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints. 8.2.8.B.3 Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

<b>Unit/Skill: Consumerism</b>	
<b>Days</b>	2 Days

<b>Unit/Skill: Consumerism</b>	
<b>Content</b>	Purchasing fabrics in the marketplace; Fabric care; Reading fabric care labels
<b>Core Content</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.
<b>Essential Questions</b>	What information would you use to make informed consumer choices in the marketplace? What characteristics of a fabric would influence your choices to purchase that fabric?
<b>Skills The Student Will...</b>	1. Demonstrate an understanding of fabric content and fabric care. 2. Discuss difference between natural and synthetic fibers.  Possible learning activities: 1. Discussion of fibers and fabrics. 2. DVD- Fibers and Fabric with guided learning experience
<b>Assessment</b>	Provide clear expectations of performance Teacher feedback Completed assignment
<b>Literacy Integration</b>	RST 6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts</i> RST 6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a texts. RST 6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>Mathematics Integration</b>	7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. 7.RP.2. Recognize and represent proportional relationships between quantities. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
<b>Technology Integration</b>	8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints. 8.2.8.B.3 Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. 9.2.8.B.10 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks). 9.2.8.B.11 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms. 9.2.8.E.1 Prioritize personal wants and needs when making purchases. 9.2.8.E.2 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards. 9.2.8.E.4 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.