

| Unit/Skill: Safety and Sanitation | |
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| Days | 2 Days |
| Content | Preventing kitchen accidents; Identify safety hazards in the kitchen; How to assist accident victims; Planning ahead for problems and emergencies |
| Core Content | 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. |
| Essential Questions | Why is it important to follow safety and sanitation procedures in the Food Lab? |
| Skills The Student Will... | <ol style="list-style-type: none"> 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. <p><u>Possible Learning Activities</u></p> <ol style="list-style-type: none"> 1. Identify common hazards associated with home, school, and community. 2. Explain how common hazards can be eliminated in the home, school, and community. |
| Assessment | Application of Safety Procedures in lab settings Provide clear expectations of performance Teacher feedback |
| Literacy Integration | RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| Health & Phys Ed Integration | 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. 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. |
| Science Integration | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. |
| 21st Century Life & Careers | 9.1.8. A.2 Implement problem-solving strategies to solve a problem in school or the community. |

Unit/Skill: Kitchen Equipment and Appliances

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| Days | 2 Days |
| Content | 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. |
| Core Content | 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: Kitchen Equipment and Appliances

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| Essential Questions | Why is it important to know the functions of basic kitchen utensils, equipment and appliances? |
| Skills The Student Will... | 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. |
| Assessment | Provide clear expectations of performance Teacher feedback Identify errors in reasoning |
| Literacy Integration | W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| Science Integration | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. |
| Technology Integration | 8.1.8. A.4 Generate a spreadsheet to calculate, graph, and present information. |
| 21st Century Life & Careers | 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

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| Days | 2 Days |
| Content | Review understanding of common abbreviations used for measurements, equivalent measures, and recipe formats; Review parts of the recipe: Define recipe terms |
| Core Content | 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. 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. |
| Essential Questions | Why is it important to understand abbreviations? Why do we need equivalents in converting recipes? Why do we need to read the recipe? |

Unit/Skill: Abbreviations Equivalents and Recipe Formats

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| Skills The Student Will... | <p>1. Identify common abbreviations used in recipes 2. Convert basic measurements :teaspoon to tablespoons, cups to pints, pints to quarts, quarts to gallons</p> <p><u>Possible Learning Activities:</u> Write abbreviations, convert measurements, and identify recipe parts Use the “Big G” as a visual aid in converting equivalents</p> |
| Assessment | <p>Accuracy of worksheet Oral discussion of understanding</p> |
| Literacy Integration | <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> |
| Science Integration | <p>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.</p> |
| 21st Century Life & Careers | <p>9.1.8. A.4 Design and implement a project management plan using one or more problem-solving strategies.</p> |

Unit/Skill: Foods Lab Organization and Group Planning

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| Days | 2 Days |
| Content | Plan, carryout and evaluate a lab experience; Choose cooperative learning groups for lab experiences; Locate equipment in lab station |
| Core Content | <p>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.</p> |
| Essential Questions | 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? |

Unit/Skill: Foods Lab Organization and Group Planning

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| Skills The Student Will... | <p>1. Describe qualities of a good lab group 2. Discuss importance of cooperating when working with others 3. Identify locations of lab equipment in the kitchen area</p> <p><u>Possible Learning Activities:</u> 1. Kitchen equipment scavenger hunt</p> |
| Assessment | <p>Provide clear expectations of performance Teacher feedback Identify errors in reasoning</p> |
| Literacy Integration | <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.4. 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, including analogies or allusions to other texts. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. 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</p> |
| Health & Phys Ed Integration | <p>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.</p> |
| Science Integration | <p>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.</p> |
| Technology Integration | <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> |
| 21st Century Life & Careers | <p>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. 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.</p> |

Unit/Skill: Introductory Lab Experience

Unit/Skill: Introductory Lab Experience

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| Days | 4 Days |
| Content | Time management; Cooperative learning skills in lab setting; Teacher expectations in lab settings; Grading for lab experiences; Kitchen set up; Preparation of first lab recipe; Using correct equipment; Measuring accurately. |
| Core Content | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8. D.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. RST. 6-8.3 Follow precisely a multistep procedure when carrying out experiments, or performing technical tasks. |
| Essential Questions | Why is it important to work cooperatively in the food lab setting? |
| Skills The Student Will... | 1. Demonstrate cooperation in determining lab jobs and performance. 2. Demonstrate appropriate safety and sanitation procedures for hands-on lab experiences. <u>Possible Learning Activities:</u> 1. Preparation of a basic food recipe |
| Assessment | Provide clear expectations of performance Identify errors in reasoning Completion of lab planning sheet Lab rubric. |
| Literacy Integration | RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.4. 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, including analogies or allusions to other texts. 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 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. |
| Health & Phys Ed Integration | 2.2.8. B.2. Justify when individual or collaborative decision making is appropriate. 2.1.4. B.4. Interpret food product labels based on nutritional content. 2.2.8. A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. |
| Science Integration | 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 discussions 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. |
| Technology Integration | 8.1.8. A.5. Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. |
| 21st Century Life & Careers | 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. |

Unit/Skill: Introductory Lab Experience

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. 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: Leavening Agents

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| Days | 4 Days |
| Content | Identify a variety of ingredients used and functions of leavening agents; Cooking techniques specific for lab experience and recipe language; Identifying kitchen equipment needed; Getting ready to cook; Identifying leavening agents and their functions; Cooking methods and techniques. |
| Core Content | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8. D.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. RST. 6-8.3 Follow precisely a multistep procedure when carrying out experiments, or performing technical tasks. |
| Essential Questions | Why is it important to use the correct cooking techniques when preparing recipes with leavening agents? |
| Skills The Student Will... | <ol style="list-style-type: none"> 1. Demonstrate appropriate techniques when cooking with leavening agents. 2. Demonstrate cooperation in determining lab jobs and performance. 3. Demonstrate appropriate safety and sanitation procedures for hands-on lab experiences. <p><u>Possible Learning Activities:</u></p> <ol style="list-style-type: none"> 1. Teacher directed activity 2. Leavening Agent Lab experience for Chemical Leavening Agents 3. Leavening Agent Lab experience for Natural Leavening Agents |
| Assessment | <p>Provide clear expectations of performance</p> <p>Identify errors in reasoning</p> <p>Completion of lab planning sheet</p> <p>Lab rubric</p> |
| Literacy Integration | <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.4. 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, including analogies or allusions to other texts.</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 specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>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.</p> |
| Health & Phys Ed Integration | <p>2.2.8. B.2. Justify when individual or collaborative decision making is appropriate.</p> <p>2.1.4. B.4. Interpret food product labels based on nutritional content.</p> <p>2.2.8. A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> |
| Science Integration | <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> |

| Unit/Skill: Leavening Agents | |
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| | 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 discussions 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. |
| Technology Integration | 8.1.8. A.5. Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. |
| 21st Century Life & Careers | 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. 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: Carbohydrates | |
| Days | 4 Days |
| Content | Identify a variety of ingredients used and functions of carbohydrates; Identifying classifications of carbohydrates , their functions, advantages and disadvantages; Recipe language; Identifying kitchen equipment needed; Cooking techniques specific for lab experience. |
| Core Content | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8. D.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. RST. 6-8.3 Follow precisely a multistep procedure when carrying out experiments, or performing technical tasks. |
| Essential Questions | Why is it important to use the correct cooking techniques when preparing carbohydrates? |
| Skills The Student Will... | 1. Demonstrate appropriate techniques when cooking with carbohydrates. 2. Demonstrate cooperation in determining lab jobs and performance. 3. Demonstrate appropriate safety and sanitation procedures for hands-on lab experiences. <u>Possible Learning Activities:</u> 1. Teacher directed activity 2. Leavening Agent Lab experience for Simple Carbohydrates 3. Leavening Agent Lab experience for Complex Carbohydrates |
| Assessment | Provide clear expectations of performance Identify errors in reasoning Completion of lab planning sheet Lab rubric |
| Literacy Integration | RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.4. 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, including analogies or allusions to other texts. RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |

| Unit/Skill: Carbohydrates | |
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| | RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in 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. |
| Health & Phys Ed Integration | 2.2.8. B.2. Justify when individual or collaborative decision making is appropriate. 2.1.4. B.4. Interpret food product labels based on nutritional content. 2.2.8. A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. |
| Science Integration | 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 discussions 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. |
| Technology Integration | 8.1.8. A.5. Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. |
| 21st Century Life & Careers | 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. 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: Thickening Agents | |
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| Days | 4 Days |
| Content | Identify a variety of ingredients used and functions of thickening agents; Recipe language; Identifying kitchen equipment needed; Cooking techniques specific for lab experience. |
| Core Content | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. 5.1.8. D.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies. RST. 6-8.3 Follow precisely a multistep procedure when carrying out experiments, or performing technical tasks. |
| Essential Questions | Why is it important to use the correct cooking techniques when preparing thickening agents? |

| Unit/Skill: Thickening Agents | |
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| Skills The Student Will... | <p>1. Demonstrate appropriate techniques when cooking with thickening agents. 2. Demonstrate cooperation in determining lab jobs and performance. 3. Demonstrate appropriate safety and sanitation procedures for hands-on lab experiences.</p> <p><u>Possible Learning Activities:</u> 1. Teacher directed activity 2. Leavening Agent Lab experience for Thickening Agents</p> |
| Assessment | <p>Provide clear expectations of performance Identify errors in reasoning Completion of lab planning sheet Lab rubric</p> |
| Literacy Integration | <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.4. 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, including analogies or allusions to other texts. 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 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.</p> |
| Health & Phys Ed Integration | <p>2.2.8. B.2. Justify when individual or collaborative decision making is appropriate. 2.4. B.4. Interpret food product labels based on nutritional content. 2.2.8. A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> |
| Science Integration | <p>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 discussions 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.</p> |
| Technology Integration | <p>8.1.8. A.5. Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> |
| 21st Century Life & Careers | <p>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. 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.</p> |

Unit/Skill: Basic Hand Sewing Equipment

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| Days | 2 Days |
| Content | Review of the name and use for hand sewing tools/equipment; Location of tools in room; Safe use of tools and equipment during construction process. |
| Core Content | 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. |
| Essential Questions | Why are basic hand sewing equipment necessary to complete a sewing project? |
| Skills The Student Will... | 1. Demonstrate the location and storage of all hand equipment in room. 2. Demonstrate the safe operation of hand tools while constructing project. <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. |
| Assessment | Application of safe use of all hand tools Provide clear expectations of performance Teacher demonstration and feedback |
| Mathematics Integration | 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 access the reasonableness of answers using mental computation and estimation strategies. |
| Health & Phys Ed Integration | 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. |
| Science Integration | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. |
| 21st Century Life & Careers | 9.1.8. A.2 Implement problem-solving strategies to solve a problem in school or the community. |

| Unit/Skill: Sewing Machine | |
|---|--|
| Days | 8 Days |
| Content | 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. |
| Core Content | 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. |
| Essential Questions | Why is it important to set up the sewing machine for safe operation during construction of sewing project? |
| Skills The Student Will... | Students will identify the name, use and setting for all sewing machine parts. 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 |
| Assessment | Provide clear expectations of performance Teacher feedback Completion of paper patterns and stitching quiz |
| Science Integration | 5.1.8. D.3 Demonstrate how to safely use tools, instruments, and supplies. |
| Technology Integration | 8.1.8. A.4 Generate a spreadsheet to calculate, graph, and present information. |
| 21st Century Life & Careers | 9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |

| Unit/Skill: Project Construction | |
|---|--|
| Days | 12 days |
| Content | Following instructions to construct sewing project; Safe operation and use of hand sewing equipment and sewing machine to construct project. |
| Core Content | 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> . |

| Unit/Skill: Project Construction | |
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| | 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. |
| Essential Questions | Why is it important to follow directions as laid out on guide sheet? |
| Skills The Student Will... | 1. Read and follow guide sheet steps as outlined to construct project. <u>Possible Learning Activities:</u> Work independently to create a variety of sewing construction project |
| Assessment | Provide clear expectations of performance Teacher feedback Identify errors in construction Evaluation rubric |
| Literacy Integration | 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). |
| Science Integration | 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. |
| Technology Integration | 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. |
| 21st Century Life & Careers | 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. |

| Unit/Skill: Consumerism | |
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| Days | 2 Days |
| Content | Purchasing garments in the marketplace; Clothing care; Reading clothing care labels; Effect of advertising on consumers. |
| Core Content | 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. |

| Unit/Skill: Consumerism | |
|---|---|
| Essential Questions | How does advertising effect consumers? What information would you use to make informed consumer choices in the marketplace? |
| Skills The Student Will... | <ol style="list-style-type: none"> 1. Demonstrate an understanding of clothing labels, care, and hang tags. 2. Describe how advertising affects consumer choices. <p><u>Possible learning activities:</u></p> <ol style="list-style-type: none"> 1. Create hang tag 2. Create a company 3. Create an advertisement for completed sewing project. |
| Assessment | Provide clear expectations of performance Teacher feedback Evaluation rubric |
| Literacy Integration | 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 6-8.6 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). |
| Technology Integration | 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. |
| 21st Century Life & Careers | 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. |