

# **CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM**

**Revision Date: 07/22/2016**

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## **Culinary Arts 7/8**

A Family & Consumer Science Cycle Course

Common Core Standards:

RI.7.1, RI.7.2, RI.7.4, RI.7.7

RI.8.1, RI.8.2, RI.8.4, RI.8.7

W.7.1, W.7.2, W.7.4, W.7.10

W.8.1, W.8.2, W.8.4, W.8.10

SL.7.1, SL.7.2, SL.7.3, SL.7.5

SL.8.1, SL.8.2, SL.8.3, SL.8.5

Math.Content.7.RP.A.2

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## COURSE OVERVIEW

Culinary Arts 7/8 is a cycle elective course teaching a basic overview of food preparation and nutrition. This course is meant to introduce students to Family & Consumer Science. Our culture's interest in food and nutrition has grown due to an increased focus on wellness and the need to develop skills in the preparation of nutritious foods. Many Americans do not have the time or do not know how to cook, relying on frozen meals, ready-made entrees from the deli counter, and take-out foods - all are loaded with sodium and saturated fat. This course introduces experiences giving students the opportunity to begin to develop independence in the kitchen and help their family with mealtime. Students get to try new tastes and build relationships with classmates while learning about nutrition, healthy-eating and mastering important food preparation techniques. These are life-long benefits for our students; helping them look and feel their best, grow and become strong; stay energetic and healthy both now and throughout life.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The Burlington City High School has adopted and implemented the Common Core State Standards as the cornerstone of the curriculum. Areas of study within the high school curricula are designed to be rigorous, college-preparatory courses. The curriculum guide has been generated to not only help students achieve the Common Core State Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

## **Supplemental/Other**

*7-Day Menu Planner For Dummies*, Susan Nicholson RD/LD  
*America's Best Lost Recipes*, from the editors of Cook's Country Magazine  
*Artisan Bread in Five Minutes a Day*, Jeff Hertzberg, MD and Zoe Francois  
*Beat This! Cookbook: Absolutely Unbeatable Knock-'em-Dead Recipes for the Very Best Dishes*, Ann Hodgman  
*Better Homes & Gardens New Cookbook*, Des Moines, Iowa  
*Betty Crocker's Cookbook*, Golden Press, New York  
*Desperation Dinners*, Beverly Mill  
*Dinner: A Love Story: It all begins at the family table*, Jenny Rosenstrach  
*Eating Forward: The New Way to Create Amazing & Easy Family Dinners*, Sandi Richard  
*Joy of Cooking*, Irma Rombauer and Marion Rombauer Becker  
*Prevent and Reverse Heart Disease*, Caldwell M. Esselstyn, MD  
*The 5:30 Challenge: 5 Ingredients, 30 Minutes, Dinner on the Table*, Jeanne Bessey  
*The Best Simple Recipes*, Editors of America's Test Kitchen  
*The Kitchen Detective*, Christopher Kimball

### Scope and Sequence

| Unit Title and Description  | Common Core Standard(s)<br>Domain & Standard  | Pacing<br>(must equal 165 days for full-year, 83 days for half-year, or 45 for a cycle course) | Benchmarking & Assessments   | Suggested Interdisciplinary Activities<br>Example for Each Subject Area  |
|---|---|--|--|--|
| <p><b>Unit One: Culinary Basics</b><br/>Learning how to cook is a life-long process that is rewarding and challenging. This unit will introduce students to the terms, tools, and skills needed to be successful in the kitchen. Students will gain an understanding of kitchen safety and what will be required of them when preparing food in the kitchen. This unit will give them the tools necessary for the entire course.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>➤ What must one do to create a safe kitchen environment?</li> <li>➤ How does one establish a kitchen that is efficient?</li> <li>➤ What strategies can be used to keep kitchen equipment organized for efficiency?</li> <li>➤ What practices can help to prevent kitchen emergencies?</li> <li>➤ What preparation is needed to be successful in the kitchen?</li> </ul> | <p>NJCCCS:<br/>9.2.8.B.3,<br/>9.3.12.AG-FD.1-3<br/>2.1.8.B.1-4<br/>8.1.8.A.1, 8.1.8.A.3</p> <p>Career Ready Practices:<br/>CRP1 - 12</p> <p>CCSS: ELA-Literacy<br/>RI.7.1, RI.7.2, RI.7.4, RI.7.7,<br/>RI.8.1, RI.8.2, RI.8.4, RI.8.7<br/>SL.7.1, SL.7.2, SL.7.3, SL.7.5,<br/>SL.8.1, SL.8.2, SL.8.3, SL.8.5<br/>W.7.1, W.7.2, W.7.10, W.8.1,<br/>W.8.2, W.8.10</p> <p>CCSS: MATH-CONTENT<br/>7.RP.A.2</p> <p>National Standards for Family and Consumer Sciences Education:<br/>1.1, 1.2, 3.1, 8.1, 8.2, 8.5, 9.1,<br/>13.4, 13.5 &amp; 13.6</p> | <p>15 Days</p>   | <p>Students will take a pre and post-test at the beginning and end of course.</p> <p>Students will be assessed on products that are completed (recipes and projects) and through various formative and summative assessments (exit tickets, surveys, tests, quizzes, graphic organizers, Kahoot, etc.)</p> | <p><b>Career Education:</b> Research various careers in the field of consumer sciences. Present the careers at a mock job fair.</p> <p><b>Health/PE:</b> Develop a weekly menu that promotes healthy eating and living. Incorporate a fitness plan to enhance the menu created.</p> <p><b>English Language Arts &amp; Literacy:</b> Research &amp; write an expository piece answering the following: Explain the importance of safety in the kitchen and how to maintain a safe kitchen at all times.</p> <p><b>Math:</b> Review the various forms of measurements in the kitchen. Create a visual aid on dry and liquid measurements in the kitchen.</p> <p><b>Science:</b> Study how heating and cooling various foods can cause reversible or irreversible changes in matter.</p> <p><b>History/Social Studies:</b> Research and design a meal from a specific historical period.</p> <p><b>Technical Subjects:</b> Utilize computers to research and create a school lunch calendar for the month that follows state standards.</p> <p><b>World Languages:</b> Compare nutritional standards in various countries around the world.</p> |

| Unit Title and Description  | Common Core Standard(s)<br>Domain & Standard   | Pacing<br>(must equal 165 days for full-year, 83 days for half-year, or 45 for a cycle course) | Benchmarking & Assessments   | Suggested Interdisciplinary Activities<br>Example for Each Subject Area   |
|---|--|--|--|---|
| <p><b>Unit Two: Edible STEM Concepts</b><br/>With a focus on 21<sup>st</sup> century skills, students will focus on STEM activities within the kitchen. Students will learn how to integrate science, technology, engineering and mathematics. Culinary Arts naturally lends itself to STEM and STEAM activities and this unit of study will allow a hands on approach to how these concepts apply to the art of cooking.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>➤ How and why do ingredients react in different ways to each other?</li> <li>➤ What types of chemical reactions impact recipes?</li> <li>➤ What impact does temperature have on various ingredients and recipes?</li> <li>➤ How has science and technology changed culinary arts over time?</li> </ul> | <p>NJCCCS:<br/>9.2.8.B.3,<br/>9.3.12.AG-FD.1-3<br/>2.1.8.B.1-4<br/>8.1.8.A.1, 8.1.8.A.3</p> <p>Career Ready Practices:<br/>CRP1 - 12</p> <p>CCSS.ELA-Literacy.<br/>RI.7.1, RI.7.2, RI.7.4, RI.7.7,<br/>RI.8.1, RI.8.2, RI.8.4, RI.8.7<br/>SL.7.1, SL.7.2, SL.7.3, SL.7.5,<br/>SL.8.1, SL.8.2, SL.8.3, SL.8.5<br/>W.7.1, W.7.2, W.7.4, W.7.10<br/>W.8.1, W.8.2, W.8.4, W.8.10</p> <p>CCSS.MATH.CONTENT<br/>7.RP.A.2</p> <p>NGSS:<br/>MS-PS1-1. MS-PS1-4, MS-ETS1-3</p> <p>National Standards for Family and Consumer Sciences Education:<br/>1.1, 1.2, 3.1, 8.1, 8.2, 8.5, 9.1,<br/>13.4, 13.5 &amp; 13.6</p> | <p>15 days</p>   | <p>Students will take a pre and post-test at the beginning and end of course.</p> <p>Students will be assessed on products that are completed (recipes and projects) and through various formative and summative assessments (exit tickets, surveys, tests, quizzes, graphic organizers, Kahoot, etc.)</p> | <p><b>Career Education:</b> Plan and design a restaurant that could be opened downtown.</p> <p><b>Health/PE:</b> Plan a school garden to promote healthy eating. Design recipes incorporating the plants grown in the garden.</p> <p><b>English Language Arts &amp; Literacy:</b> Complete a close read on the article “How Chefs Use Math and Science in the Kitchen.”</p> <p><b>Math:</b> Follow fraction instructions or equations to make cookies. Class may also study the chemical interactions of the cookie components to defend and explain their cookie results.</p> <p><b>Science</b> Using the basic ingredients of baking (flour, sugar, salt, leavening), alter the amounts to create bread, cake, cookies, brownies or other baked goods. Present and share creations with classmates, explaining the chemical reactions of each ingredient.</p> <p><b>History/Social Studies:</b> Select a recipe and research how it has been modified and changed over time due to technological advances.</p> <p><b>Technical Subjects</b> Invent new kitchen gadgets and present a food demonstration for classmates using the inventions. Engineering and design can be equally addressed here.</p> <p><b>World Languages:</b> Create a meal from another country utilizing their measuring system. Then convert the measurements (metric) to United States measurements (standard).</p> |

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|---|---|--|--|--|
| <p><b>Unit Three: Bites of American History</b><br/>America’s obsession with food has led to a culture of fast and convenient meals. Students will identify what foods are truly part of the American landscape. They will trace the evolution of American cuisine and how it has evolved over our history. In addition, students will look at how the desire for "quick, convenient and cheap" has impacted American eating habits. Students will also identify healthier trends such as locally grown and organic foods.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>➤ How has American cuisine changed over time?</li> <li>➤ How have different cultural influences impacted American cuisine?</li> <li>➤ How has quick, convenient, and cheap eating impacted American Society?</li> </ul> | <p>NJCCCS:<br/>9.2.8.B.3,<br/>9.3.12.AG-FD.1-3<br/>2.1.8.B.1-4<br/>8.1.8.A.1, 8.1.8.A.3</p> <p>Career Ready Practices:<br/>CRP1 - 12</p> <p>CCSS.ELA-Literacy.<br/>RI.7.1, RI.7.2, RI.7.4, RI.7.7,<br/>RI.8.1, RI.8.2, RI.8.4, RI.8.7<br/>SL.7.1, SL.7.2, SL.7.3, SL.7.5, SL.8.1,<br/>SL.8.2, SL.8.3, SL.8.5<br/>W.7.1, W.7.2, W.7.4, W.7.10, W.8.1,<br/>W.8.2, W.8.4, W.8.5, W.8.6, W.8.7,<br/>W.8.8, W.8.9, W.8.10</p> <p>CCSS.MATH.CONTENT.7.RP.A.2</p> <p>National Standards for Family and Consumer Sciences Education:<br/>1.1, 1.2, 3.1, 8.1, 8.2, 8.5, 9.1, 13.4,<br/>13.5 &amp; 13.6</p> | <p>15 days</p>   | <p>Students will take a pre and post-test at the beginning and end of course.</p> <p>Students will be assessed on products that are completed (recipes and projects) and through various formative and summative assessments (exit tickets, surveys, tests, quizzes, graphic organizers, Kahoot, etc.)</p> | <p><b>Career Education:</b> Research various American food corporations and design an advertisement to promote their food products.<br/><b>Health/PE:</b> Identify U.S.D.A. regulations and how they have changed over time. Determine if current guidelines reflect advances in nutrition science and create a plan to regroup if needed.<br/><b>English Language Arts &amp; Literacy:</b> In groups, research an American novel (ex :Huckleberry Finn) and create a presentation on the foods the characters in the story would have eaten and why they are significant to that time period and storyline.<br/><b>Math:</b> Explore the relationship between quantities when preparing a recipe. Work with ratios to increase the amount of ingredients used to yield larger quantities of the product.<br/><b>Science:</b> Using the concept of freezing point, create ice cream using scientific methods.<br/><b>History/Social Studies:</b> Create a food timeline which chronicles the development of American culture through food.<br/><b>Technical Subjects:</b> Create a food blog or podcast highlighting a current trend in eating or nutrition in the United States.<br/><b>World Languages:</b> Transform a traditional American dish into one for another culture by using ingredients from that country. Also measurements should be converted into the measurement system for that country.</p> |

## 21<sup>st</sup> Century Skills and Themes

### Integration of 21<sup>st</sup> century themes and skills in this curriculum include:

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that student can better understand the rights and obligations of citizenship.
- Learning advocates for health literacy as a critical component of a healthy lifestyle and the ability to make good health-related decisions.
- Students explore areas that support environmental literacy, including society's impact on the environment and what can be done to support environmental solutions.
- Lessons, activities, and assessments require creativity and innovation on the part of the students. They are required to create projects and products as examples of mastery in each unit.
- Critical thinking and problem solving skills are a core component of learning and assessment throughout this curriculum. Students are required, in each unit, to advance their learning through all levels of Bloom's Taxonomy to address the evaluation, synthesis, and creation of products using learning at the highest levels. Problem-solving is a recurring theme in the curriculum as students must seek ways to creatively apply the concepts to solve problems rather than simply remember the material.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.
- Activities in the curriculum help develop life and career skills in all students by promoting flexibility and adaptability, requiring initiative and self-direction in the learning process, supporting social and cross-cultural skills in both content and teamwork efforts, and measuring productivity and accountability through independent and group assignment completion.



## Reading Standards Overview

### College and Career Readiness Anchor Standards for Reading

The grades 7-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.*

*Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare.*

*Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts*

**Reading Standards for Informational Text for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)   | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities   | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics  | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|---|---|--|--|--|--|--|--|
| <b>RI.1</b>       | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsume.com/rsciences.com">http://www.familyconsume.com/rsciences.com</a></li> <li>• Culinary Arts Resources:<br/><a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources:<br/><a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>Provide students with a multitude of texts and have pairs or small groups work together to defend a position citing textual evidence</p> <p>Given one or more sources, ask students to work together to gather evidence that either supports or opposes a given claim</p>                             | <p>Describe the connection between the author's purpose and the text</p> <p>Identify/cite and explain information from various sources</p> <p>Supply strong and thorough textual support for analysis of a text</p> <p>Identify/cite appropriate text support for inferences</p> | <p>Pre and post course assessment</p> <p>Unit test</p> <p>Open-ended questions</p> <p>Essays</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software</li> <li>• Podcast</li> <li>• Google Docs</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> </ul> <p>Graphic novels and translated versions of text.</p> |
| <b>RI.2</b>       | 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. | Students will 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. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsume.com/rsciences.com">http://www.familyconsume.com/rsciences.com</a></li> </ul>   | <p>Have students work through various skill-based station activities that break down various sources through the following tasks:</p> <ul style="list-style-type: none"> <li>• Identify central meaning or purpose</li> <li>• Create a graphic organizer of key points and supporting details</li> </ul> | <p>Describe or graphically represent the relationship between central ideas and details/events</p> <p>Explain how the central ideas are supported by key details</p> <p>Summarize the central ideas in an</p>  | <p>Pre and post course assessment</p> <p>Unit test</p> <p>Open-ended questions</p> <p>Essays</p> <p>Student generated portfolio</p> <p>Class participation</p>   |  | <p>Graphic novels and translated versions of text.</p>   |

**Reading Standards for Informational Text for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)   | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities   | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|---|---|--|--|--|---|--|--|
|                   |   |   | <ul style="list-style-type: none"> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul>   |  | informational text, capturing the most important parts of the piece distinct from personal opinions or judgments   | Journal writing<br><br>Entrance/exit tickets  | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software</li> <li>• Podcast</li> <li>• Google Docs</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:  |
| <b>RI.4</b>       | 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. | Students will 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. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers: <a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef: <a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsume.com/sciences.com">http://www.familyconsume.com/sciences.com</a></li> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>Given excerpts from various sources with previously unknown vocabulary or events, ask students to hypothesize the meaning of unknown words</p> <p>Have students identify key vocabulary in various texts and create visual representations of their meaning</p> | <p>Use context clues to reveal meaning of unknown words/phrases</p> <p>Determine the meaning of words and phrases as they are used in a text and how they relate to culinary arts</p> <p>Create pictowords, word clouds, and other visual representation of key vocabulary</p> | Pre and post course assessment<br><br>Unit test<br><br>Open-ended questions<br><br>Essays<br><br>Student generated portfolio<br><br>Class participation<br><br>Journal writing<br><br>Entrance/exit tickets |  | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> </ul> |
| <b>RI.7</b>       | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present  | Students will evaluate the advantages and disadvantages of using different mediums to present a   | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers: <a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> </ul>   | Given both written and digital resources, ask students to discuss and list advantages and disadvantages of using each type   | Compare and contrast video and written recipe instructions<br><br>Create a Venn diagram comparing  | Pre and post course assessment<br><br>Unit test<br><br>Open-ended questions   |  | Graphic novels and translated versions of text.  |

**Reading Standards for Informational Text for Grade 7-8**

| Domain & Standard | Grade 7 & 8                 | Student Learning Objectives (SLO) | Leveled Materials and Media/School Library Resources  | Suggested Instructional Activities   | Suggested Student Output  | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|-----------------------------|-----------------------------------|---|--|---|---|--|--|
|                   | a particular topic or idea. | particular topic or idea.         | <a href="http://com/foods/teacher-resources/6621.html">com/foods/teacher-resources/6621.html</a> <ul style="list-style-type: none"> <li>• Cheftochef: <a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsume.rsciences.com">http://www.familyconsume.rsciences.com</a></li> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>of resource.</p> <p>Evaluate the benefits of video and internet resources available on culinary arts topics</p> | <p>various types of recipe instructions</p> <p>Determine the value of non-print resources available on culinary arts topics by writing a review of various sources.</p> | <p>Essays</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software</li> <li>• Podcast</li> <li>• Google Docs</li> <li>• Audacity</li> <li>• Stem lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> </ul> <p>Graphic novels and translated versions of text.</p> |

## Writing Standards Overview

### College and Career Readiness Anchor Standards for Writing

The grades 9-10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

#### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*



**Writing Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8  | Student Learning Objectives (SLO)  | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities  | Suggested Student Output  | Assessments: Portfolios, Evaluations, & Rubrics  | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|--|--|--|---|---|--|--|--|
| <b>W.1</b>        | Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | Students will write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources:<br/><a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources:<br/><a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>After reviewing various culinary articles, have students' journal write on their initial opinion regarding a specific food or health topic</p> <p>After a healthy small group to large group discussion, students should work individually to compose a persuasive writing piece that develops their claim, addresses counterclaims, and supports their final conclusion on a specific culinary arts topic</p> | <p>Identify a debatable, substantive issue dealing with nutrition and develop a position/claim</p> <p>Use various sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides</p> <p>Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> | <p>Pre and post course assessment</p> <p>Unit test</p> <p>Open-ended questions</p> <p>Argumentative Essays</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul> |
| <b>W.2</b>        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant   | Students will write Explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic  | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:</li> </ul>   | After reviewing several different recipes, have students write a detailed explanation on how to create a recipe   | As an extended project, have students write one "section" of chapter for a cook book or culinary art.<br><br>First students will  | <p>Pre and post course assessment</p> <p>Unit test</p> <p>Open-ended questions</p> <p>Informative/explanatory</p>  |  |  |

**Writing Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8  | Student Learning Objectives (SLO)   | Leveled Materials and Media/School Library Resources  | Suggested Instructional Activities  | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|--|---|---|---|--|---|--|--|
|                   | <p>content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></p> <ul style="list-style-type: none"> <li>• Cheftochef: <a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>After a healthy small group to large group discussion, students should work individually to compose an informative essay on the benefits of healthy eating</p> | <p>choose a topic of interest that supports the central chapter theme and will collect and analyze several reliable sources.</p> <p>Students will choose an appropriate format, structure, and employ sound reasoning in their explanation of the important topic.</p> | <p>Essays</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul> |
| <b>W.4</b>        | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>   | <p>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>  | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> </ul>  | <p>Review expectations for various types of writing</p> <p>Utilize journal writing</p>  | <p>Use various sources to write on various culinary topics on a regular basis.</p>   | <p>Pre and post course assessment</p> <p>Unit test</p>  |  |  |

**Writing Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)  | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities  | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|---|--|--|---|--|---|--|--|
|                   | purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | purpose, and audience.   | <ul style="list-style-type: none"> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources:<br/><a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources:<br/><a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>on a daily basis</p> <p>After reviewing guidelines for proper writing, have students write on a variety of different culinary topics</p>   | <p>Students will complete daily journal entries to reflect on activities completed during</p>  | <p>Open-ended questions</p> <p>Essays</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul> |
| <b>W.10</b>       | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.) | Students will write routinely over extended time frames and shorter time frames. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Internet resource:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li><a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> </ul>   | <p>Review expectations for various types of writing</p> <p>Utilize journal writing on a daily basis</p> <p>After reviewing guidelines for proper writing, have students write on a variety of different culinary topics</p> | <p>Use various sources to write on various culinary topics on a regular basis.</p> <p>Students will complete daily journal entries to reflect on activities completed during</p> |   |  |  |



## Speaking and Listening Standards Overview

### College and Career Readiness Anchor Standards for Speaking and Listening

The grades 7-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

**Speaking and Listening Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)   | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities  | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics  | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|---|---|--|---|--|--|--|--|
| SL.1              | Engage effectively in a range of collaborative discussions with diverse partners on grade 7 or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Students will engage effectively in a range of collaborative discussions with diverse partners on grade 7 or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources:<br/><a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources:<br/><a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>After a healthy small group to large group discussion, students should work on various activities related to culinary arts</p> <p>After reviewing instructions, students should work collaboratively to create various recipes</p> <p>Utilize various types of game-based learning to have student work collaboratively to cement key concepts</p> | <p>Students will work cooperatively in groups</p> <p>Students will participate in various types games on different culinary topics</p> | <p>Open-ended questions</p> <p>Class Discussion and debate</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul> |

**Speaking and Listening Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)  | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities  | Suggested Student Output  | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)   |
|-------------------|---|--|--|---|---|---|--|---|
| <b>SL.2</b>       | Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.   | Students will be able to analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.   | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers: <a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef: <a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>In groups, students will look at written, electronics, and video versions on recipe directions and evaluate the benefits of each presentation of the information</p> <p>Students will utilize Venn diagrams to compare advantages and disadvantages of video and print recipe instructions</p> | <p>Students will work cooperatively in groups</p> <p>Students will participate in various types games on different culinary topics</p> <p>Completion of Venn diagrams</p> | <p>Open-ended questions</p> <p>Class Discussion and debate</p> <p>Debate/Presentation Rubrics (PARCC rubrics)</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> </ul> |
| <b>SL.3</b>       | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | Students will be able to delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers: <a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef: <a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources: <a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources: <a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>After completing research and preparation, students will present directions on a selected recipe</p> <p>After completing research on health and nutrition, students will verbally present finding to the class</p>   | <p>Class discussion and debate</p> <p>Students will prepare presentations utilizing PowerPoint, Prezi, etc.</p>   | <p>Class Discussion and debate</p> <p>Debate/Presentation Rubrics (PARCC rubrics)</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p>                             |  | <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul>   |

**Speaking and Listening Standards for Grade 7-8**

| Domain & Standard | Grade 7 & 8   | Student Learning Objectives (SLO)  | Leveled Materials and Media/School Library Resources   | Suggested Instructional Activities  | Suggested Student Output   | Assessments: Portfolios, Evaluations, & Rubrics   | Multimedia Integration   | Accommodation of Special Needs Students (SE, ELL, 504, G&T)  |
|-------------------|---|--|--|---|--|---|--|--|
| SL.5              | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | Students will be able to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <ul style="list-style-type: none"> <li>• Various culinary magazines</li> <li>• Media Center resources</li> <li>• Ebsco Host</li> <li>• Food resources for teachers:<br/><a href="https://www.teachervision.com/foods/teacher-resources/6621.html">https://www.teachervision.com/foods/teacher-resources/6621.html</a></li> <li>• Cheftochef:<br/><a href="http://www.chef2chef.net/articles/in-the-fire/">http://www.chef2chef.net/articles/in-the-fire/</a></li> <li>• <a href="http://www.familyconsumersciences.com">http://www.familyconsumersciences.com</a></li> <li>• Culinary Arts Resources:<br/><a href="http://www.edinformatics.com/cul_arts.htm">http://www.edinformatics.com/cul_arts.htm</a></li> <li>• La Plaza Educator Resources:<br/><a href="http://lapca.org/content/educator-resources">http://lapca.org/content/educator-resources</a></li> </ul> | <p>Integrate a variety of multimedia tools into daily instruction and student assignments</p> <p>Utilizing computers, iPads, and other media resources students will create videos, blogs, and pod casts on various culinary topics</p> | <p>Complete daily assignments, participation, and projects using multimedia elements</p> <p>Presentation of videos, blogs, and podcasts</p> <p>Students will participate in a modified version of the Next Food Network Star, presenting recipes on camera</p> | <p>Class Discussion and debate</p> <p>Debate/Presentation Rubrics (PARCC rubrics)</p> <p>Student generated portfolio</p> <p>Class participation</p> <p>Journal writing</p> <p>Entrance/exit tickets</p> | <ul style="list-style-type: none"> <li>• Videos</li> <li>• Audio</li> <li>• YouTube</li> <li>• Various websites</li> <li>• Media center</li> <li>• Smart Technology</li> <li>• Blogs</li> <li>• Publishing software (Office, Google, etc.)</li> <li>• Podcast</li> <li>• Audacity</li> <li>• Stem Lab</li> </ul> | <p>Modify instructional approach and/or assignments and evaluations as needed based on students' individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Reader's companion</li> <li>• Enrichment activities</li> <li>• Native language prompts</li> <li>• Alternative reading assignments per reading level (grade level)</li> <li>• Preferential seating</li> <li>• Rosetta Stone</li> <li>• Additional graphic organizers and outlines for crafting writing assignment</li> <li>• Independent study</li> <li>• Graphic novels and translated versions of text.</li> </ul> |