

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: CO2 Raceway

NJCCCS: 8.1.8 B (8, 9 ,10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>(The Manufacturing System) -explore how a manufacturing system combines various resources to produce a product. -identify the manufacturing system model. -learn about the Industrial Revolution -identify the five important characteristics of mass production.</p>	<p>These objectives are accomplished by using the computer multimedia presentation</p>	<p>Learner will be able to successfully:</p> <p>Identify the manufacturing system model. Identify the five important characteristics of mass production. Achieve score of 80% or higher on lesson Quiz.</p>
<p>(What is Custom Manufacturing) -learn about custom manufacturing -explore some common resources used in manufacturing. -identify the four primary manufacturing processes. -learn how raw materials are selected for use in manufacturing.</p>	<p>These objectives are accomplished by using the computer multimedia presentation.</p>	<p>Identify the four primary manufacturing processes. Achieve a score of 80% or higher on lesson Quiz.</p>
<p>(Engineering in Manufacturing) -learn about the responsibilities of an engineer in manufacturing. -compare the responsibilities of a design engineer to those of a production engineer. -explore some environmental concerns that are an additional cost of manufacturing.</p>	<p>These objectives are accomplished by using the computer multimedia presentation.</p>	<p>Complete exercise(s) 100% correct. Achieve score of 80% or higher on lesson Quiz.</p>

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Unit: CO2 Raceway

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>(CO2 Engine & Model Car)</p> <ul style="list-style-type: none"> -learn how a CO2 engine works. -define thrust -develop an understanding of the effects of friction on a car. -learn some of the ways engineers overcome or minimize friction. 	<p>These objectives are accomplished by using the computer multimedia presentation.</p>	<p>Learner will be able to successfully:</p> <p>Activities completed successfully. Complete exercise(s) 100% correct. Score of 80% or higher on lesson Quiz.</p>
<p>(Designing a Model Car)</p> <ul style="list-style-type: none"> -become familiar with safety guidelines for using tools and machines. -learn about design specifications. -make sketches and a technical drawing of your model car. -explore the uses of scale drawings and computer-aided design. 	<p>These objectives are accomplished by using the computer multimedia presentation and graph paper from your dragster kit.</p>	<p>Pass Machine Safety Test Activities completed successfully. Draw sketches and a technical drawing of your model car to be built. Achieve score of 80% or higher on lesson Quiz.</p>
<p>(Building a Prototype)</p> <ul style="list-style-type: none"> -review the purpose for creating a prototype. -transfer your technical drawing to a Styrofoam blank to begin creating a prototype. -perform several forming, machining, fastening, and finishing activities to complete your prototype. 	<p>These objectives are accomplished by using the computer multimedia presentation, some of your dragster kit components, machine tools, and sandpaper.</p>	<p>Exercise(s) 100% Correct. Transfer technical drawing to a Styrofoam blank. Perform machining, fastening, and finishing activities to complete your prototype.</p>

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Grade 7 – Design and Problem Solving

Unit: CO2 Raceway

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Building the CO2 Model Car) -transfer your technical drawing to your wooden dragster blank. -perform several forming, machining, fastening, and finishing activities.	These objectives are accomplished by using the computer multimedia presentation, some of your dragster kit components, machine tools, and sandpaper.	Transfer your technical drawing to your wooden dragster blank. Perform forming, machining, fastening, and finishing activities.
(The Finishing Touch) -complete assembly of your CO2 car. -finish preparing your car for paint application. -paint and detail your car. -review the manufacturing processes used in the lesson.	These objectives are accomplished by using the computer multimedia presentation, some of your dragster kit components, and paint supplies.	Complete assembly of your CO2 car. Prepare CO2 car for paint application. Completed Painting and detail work on your car.
(Constructing the Raceway) -assemble the raceway. -test the raceway components. -complete construction and finishing of your car (if not previously completed).	These objectives are accomplished by using this computer multimedia presentation and the CO2 Raceway.	Complete construction and finishing of the CO2 racecar.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: 3D Design

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p>		<p>Learner will be able to successfully:</p>
<p>(Measure for a Floor Plan) -draw a preliminary floor plan. -measure and record the size of a room. -measure and record the top surface dimensions of the furniture. -measure and record the distances between the furniture and how far it is from the walls.</p>	<p>These objectives are accomplished by using the computer Residential Workshop Series multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.</p>	<p>-draw a preliminary floor plan. -measure and record the size of a room. -measure and record the top surface dimensions of the furniture. -measure and record the distances between the furniture and how far it is from the walls.</p>
<p>(Create Wall Elevation Sketches) -draw preliminary wall plans. -measure and record the sizes of windows and doors. -measure and record the sizes of all objects on the walls. -measure and record the distances between objects and their relationship to the floor and ceiling. -determine the volume of space in a room.</p>	<p>These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.</p>	<p>-draw preliminary wall plans. -measure and record the sizes of windows and doors. -measure and record the sizes of all objects on the walls. -measure and record the distances between objects and their relationship to the floor and ceiling. -determine the volume of space in a room.</p>
<p>(Create a Final Floor Plan) -create a final floor plan. -use an architect's scale. -convert measurements in ¼ inch scale drawings. -sketch a top view of furniture and other objects. -use tools such as a protractor and a compass.</p>	<p>These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.</p>	<p>-create a final floor plan. -use an architect's scale. -convert measurements in ¼ inch scale drawings. -sketch a top view of furniture and other objects. -use tools such as a protractor and a compass.</p>
<p>(Create Final Wall Elevation Drawings) -create final wall elevation drawings. -use an architect's scale. -convert measurements to create ¼ inch scale drawings. -sketch doors, windows, and other objects. -use tools such as a protractor and a compass.</p>	<p>These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.</p>	<p>Activity completed successfully. -create final wall elevation drawings. -use an architect's scale. -convert measurements to create ¼ inch scale drawings. -sketch doors, windows, and other objects. -use tools such as a protractor and a compass.</p>

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: 3D Design

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Assemble a 3D Scale Model of the Room) -create a 3D scale model of a room by assembling the cardstock wall elevation drawings.	These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.	Lesson Quiz Score of 80% or higher. -create a 3D scale model of a room by assembling the cardstock wall elevation drawings.
(About Roofs) -calculate the size of a roof -determine the pitch of a roof. -build a roof for the 3D model classroom.	These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.	Lesson Quiz Score of 80% or higher. -calculate the size of a roof -determine the pitch of a roof. -build a roof for the 3D model classroom.
(Circles and Polygons) -determine the area of a circle. -determine the area of a pentagon. -determine the area of a trapezoid. -determine the area of various triangles.	These objectives are accomplished by using the computer multimedia presentation, and the Module Guide.	Lesson Quiz Score of 80% or higher. -determine the area of a circle. -determine the area of a pentagon. -determine the area of a trapezoid. -determine the area of various triangles.
(Floor Area Puzzle) -create various shapes to find the one that offers the most area.	These objectives are accomplished by using the computer multimedia presentation, the 3D Design and Construction Modeling Kit, and the Module Guide.	Activity completed successfully. Lesson Quiz Score of 80% or higher
(Use Home Design Software to Create a Floor Plan) -use a 3D home design software program to create a floor plan. -use basic drawing tools. -access libraries where objects are stored. -make sure the spaces in the floor plan are adequate. -arrange a floor plan to maximize functionality.	These objectives are accomplished by using the computer multimedia presentation, the 3D Home Architect software program, and the Module Guide.	Lesson Quiz Score of 80% or higher. -use a 3D home design software program to create a floor plan. -use basic drawing tools. -access libraries where objects are stored. -make sure the spaces in the floor plan are adequate. -arrange a floor plan to maximize functionality.
(Creating Your Floor Plan) -create 3D renderings of your floor plan -add a roof to your drawing. -generate a materials list.	These objectives are accomplished by using the computer multimedia presentation, the 3D Home Architect software program, and the Module Guide.	Complete activities.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Aerodynamics

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Aerodynamics) -define streamlining -learn about the principle of buoyancy. -Examine the differences between lighter- than –air craft and heavier –than air craft. - discover some of the purposes of different types of aircraft.	These objectives are accomplished by using computer multimedia presentation.	Define concept of streamlining. Completed exercise successfully. Completed activity. Lesson Quiz Score of 80% or higher.
(Atmosphere) -learn about the atmosphere. - define and record measurements of air pressure, temperature and relative humidity.	These objectives are accomplished by using computer multimedia presentation, an Atmospheric data log, and the weather center.	Define and record measurements of air pressure, temperature and relative humidity. Achieve score of 80% or higher on lesson Quiz.
(Wind Tunnels) -Become familiar with parts of a wind tunnel. -Learn how to operate the wind tunnel safely. -Discover how to make wind speed measurements by using several aerodynamics shapes and different wind speeds in the wind tunnel. -Take atmosphere readings.	These objectives are accomplished by using this computer multimedia presentation, and an Atmospheric data log, the weather center and the wind tunnel.	Know the parts of a wind tunnel. Know how to operate the wind tunnel. Know how to make wind speed measurements by using several aerodynamics shapes and different wind speeds in the wind tunnel. Take atmosphere readings. Achieve score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Aerodynamics

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Lift and Bernoulli’s Principle) -Explore the four forces that affect aerodynamics. -Become familiar with Bernoulli’s principles. -Take atmospheric readings.	These objectives are accomplished by using computer multimedia presentation, an Atmospheric Data Log, the weather center and the wind tunnel.	Complete exercise. Take atmospheric readings. Lesson Quiz Score of 80% or higher.
(Drag) -define drag. - identify several examples of drag. - observe the effect of drag on objects. - take atmospheric readings.	These objectives are accomplished by using computer multimedia presentation, an Atmospheric Data Log, the weather center and the wind tunnel.	-define drag. - identify several examples of drag. - observe the effect of drag on objects. - take atmospheric readings. - achieve a score of 80% or higher on Lesson Quiz.
(Angle of Attack) -define terms that are used to describe an airfoil and how it operates. -discover the results of changes in an airfoil’s angle of attack. -observe the performance of an airfoil in the wind tunnel. -take atmospheric readings	These objectives are accomplished by using computer multimedia presentation, an Atmospheric Data Log, the weather center and the wind tunnel.	Exercise completed successfully. -define terms that are used to describe an airfoil and how it operates. - achieve a score of 80% or higher on Lesson Quiz.
(Helicopters) -learn about rotary-wing aircraft -describe how rotary-wing aircraft differ from fixed-wing aircraft in design and performance. -take atmospheric readings.	These objectives are accomplished by using computer multimedia presentation, an Atmospheric Data Log, and the weather center.	Complete exercise. Complete activities

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Grade 7 – Design and Problem Solving

Unit: Engineering & Stress Analysis

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Forces in Structures) -define and describe force. -create equilibrium by building a house of cards. -describe and observe the results of dead, live, and dynamic loads. -measure cross-sectional area. -relate compression and tension to load on a structure.	These objectives are accomplished by using the computer multimedia presentation, index cards, balsa wood, glue, and a ruler.	-define and describe force. -create equilibrium by building a house of cards. -describe and observe the results of dead, live, and dynamic loads. -measure cross-sectional area. -achieve a score of 80% or higher on Lesson Quiz.
(Equilibrium) -define stress. -describe tension and compression forces. -calculate stress using your balsa wood samples from Lesson 1 and your Stress Analyzer. -observe and describe deflection and torsion.	These objectives are accomplished by using the computer multimedia presentation, the test samples prepared in Lesson 1, the Stress Analyzer, and additional balsa wood.	-define stress. -describe tension and compression forces. -calculate stress using your balsa wood samples from lesson 1 and your Stress Analyzer. -observe and describe deflection and torsion. -achieve a score of 80% or higher on Lesson Quiz.
(Materials 1) -describe physical properties of materials such as hardness, tensile strength compressive strength, stiffness, toughness, corrosion and appearance. -observe the relationship between weight and load. -use Hooke’s law. -make observations about various materials.	These objectives are accomplished by using the computer multimedia presentation, the Stress Analyzer, a spring scale, rubber bands, craft sticks, wood glue, balsa wood, and craft cover.	-describe physical properties of materials. -observe the relationship between weight and load. -use Hooke’s law. -make observations about various materials. -achieve a score of 80% or higher on Lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Engineering & Stress Analysis

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Materials 2) -describe different types of materials. -compare and contrast the properties of different types of materials. -operate your Stress Analyzer to evaluate samples of reinforced material.	These objectives are accomplished by using the computer multimedia presentation, your Technology textbook, the Stress Analyzer, and the 3 wooden beams from Lesson 3.	-describe different types of materials. -compare and contrast the properties of different types of materials. -operate your Stress Analyzer to evaluate samples of reinforced material. -achieve a score of 80% or higher on Lesson Quiz.
(Shapes and Forces 1) -relate shape to forces of compression and tension. -compare and contrast construction using post and lintel, the arch, the triangle, the tetrahedron, and the geodesic dome. -build an arch -build several shapes.	These objectives are accomplished by using the computer multimedia presentation, the Technology textbook, the Roman Arch Kit, Phillips-head screwdriver, the chopper tool, 32 craft sticks, and wood glue.	-relate shape to forces of compression and tension. -compare and contrast construction using post and lintel, the arch, the triangle, the tetrahedron, and the geodesic dome. -build an arch -build several shapes. -achieve a score of 80% or higher on Lesson Quiz.
(Shapes and Forces 2) -test the structures you built in Lesson 5 on the Stress Analyzer. -describe the advantages and disadvantages of basic bridge designs. -choose a truss design and build it.	These objectives are accomplished by using the computer multimedia presentation, the Technology textbook, the Stress Analyzer, the triangle and the 3 squares that were made in Lesson 5, wood glue sticks, glue gun, and balsa wood.	-test the structures you built in Lesson 5 on the Stress Analyzer. -describe the advantages and disadvantages of basic bridge designs. -choose a truss design and build it. -achieve a score of 80% or higher on Lesson Quiz.
(Building Structures That Last) -test your model truss using the stress analyzer. Summarize how materials and structure together make a building that lasts. -be able to describe some of the careers connected with building structures.	These objectives are accomplished by using the computer multimedia presentation, the Stress Analyzer, your model truss, a spring scale, the ModelSmart software, and the Module Guide.	-test your model truss using the stress analyzer. -summarize how materials and structure together make a building that lasts. -be able to describe some of the careers connected with building structures. -achieve a score of 80% or higher on Lesson Quiz.

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Grade 7 – Design and Problem Solving

Unit: Engineering & Stress Analysis

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Shapes and Forces 1) -relate shape to forces of compression and tension. -compare and contrast construction using post and lintel, the arch, the triangle, the tetrahedron, and the geodesic dome. -build an arch -build several shapes.	These objectives are accomplished by using the computer multimedia presentation, the Technology textbook, the Roman Arch Kit, Phillips-head screwdriver, the chopper tool, 32 craft sticks, and wood glue.	Complete exercise(s) Completed all activities. Achieve a score of 80% or higher on lesson Quiz. -compare and contrast construction using post and lintel, the arch, the triangle, the tetrahedron, and the geodesic dome. -build an arch -build several shapes.
(Shapes and Forces 2) -test the structures you built in Lesson 5 on the Stress Analyzer. -describe the advantages and disadvantages of basic bridge designs. -choose a truss design and build it.	These objectives are accomplished by using the computer multimedia presentation, the Technology textbook, the Stress Analyzer, the triangle and the 3 squares that were made in Lesson 5, wood glue sticks, glue gun, and balsa wood.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz. -describe the advantages and disadvantages of basic bridge designs. -choose a truss design and build it.
(Building Structures That Last) -test your model truss using the stress analyzer. Summarize how materials and structure together make a building that lasts. -be able to describe some of the careers connected with building structures.	These objectives are accomplished by using the computer multimedia presentation, the Stress Analyzer, your model truss, a spring scale, the ModelSmart software, and the Module Guide.	Exercise(s) 100% Correct. Activities completed successfully. Describe some of the careers connected with building structures. Achieve a score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Alternative Energy

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(What is Energy?) -explore types of energy -learn about the forms of energy	These objectives are accomplished by using the computer multimedia presentation.	Complete exercises. Complete activities. Achieve a score of 80% or higher on lesson quiz.
(Nonrenewable Resources) -demonstrate a form of electricity. -explore nonrenewable resources	These objectives are accomplished by using the computer multimedia presentation, balloons, pith balls, wool, the electroscope assembly, and two electroscope leaves.	Activity completed successfully. -demonstrate a form of electricity. Achieve a score of 80% or higher on lesson quiz.
(Solar Energy) -explore solar energy. -learn what techniques are used to collect, concentrate, and convert sunlight into usable energy. -demonstrate solar thermal energy -become familiar with the Alternative Energy Trainer.	These objectives are accomplished by using the computer multimedia presentation, the solar oven, food (supplied by you), the heat lamp, the Alternative Energy Trainer, and the light adapter.	Activities completed successfully. -demonstrate solar thermal energy -be familiar with the Alternative Energy Trainer. Achieve a score of 80% or higher on lesson quiz.
(Solar Cells) -explore solar cells. -demonstrate how a solar cell works. -demonstrate how an active solar system is used to heat water.	These objectives are accomplished by using the computer multimedia presentation, the Alternative Energy Trainer, the light adapter, and a solar panel assembly.	Complete exercise. -demonstrate how a solar cell works. -demonstrate how an active solar system is used to heat water. Achieve a score of 80% or higher on lesson quiz.
(Wind Energy) -explore what causes wind -learn about energy from the wind. -demonstrate how wind energy is converted into electrical energy.	These objectives are accomplished by using the computer multimedia presentation, the Alternative Energy Trainer, red and black leads, wind turbine, fan and the anemometer adapter.	Complete exercise. Activity completed successfully. Achieve a score of 80% or higher on lesson quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Alternative Energy

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Hydroelectric Energy) -explore hydroelectric energy. -learn about tidal and wave energy.	These objectives are accomplished by using the computer multimedia presentation.	Complete exercise getting 100% correct. Achieve a score of 80% or higher on lesson Quiz.
(Biomass and Geothermal Energy) -explore processes by which biomass is converted to energy. -learn about bio-fuels. -investigate renewable energy from Earth.	These objectives are accomplished by using the computer multimedia presentation.	Complete exercise getting 100% correct. Activity completed successfully. Achieve a score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Exploring Mechanisms

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Introduction to Mechanical Power) -consider and define force, work, and energy. -learn about mechanical advantage.	These objectives are accomplished by using the computer multimedia presentation, the Technology textbook, and the Lab-Volt Exploring Mechanisms Trainer.	Complete exercise getting 100% correct. Activities completed successfully. Achieve a score of 80% or higher on lesson Quiz.
(The Inclined Plane and Wedge) -Learn about the inclined plane-perform an activity in which you demonstrate how an inclined plane works.	These objectives are accomplished by using the computer multimedia presentation, the Lab-Volt Exploring Mechanisms Trainer, and a ruler.	Exercise(s) 100% Correct. Achieve a score of 80% or higher on lesson Quiz.
(The Lever) -learn about the lever, another type of simple machine. -perform an activity that demonstrates how a lever works.	These objectives are accomplished by using the computer multimedia presentation, the Lab-Volt Exploring Mechanisms Trainer, and a ruler.	Activities completed successfully. Achieve a score of 80% or higher on lesson Quiz.
(Types of Levers) -learn about the different types of levers. -perform an activity demonstrating how the different levers work. -determine the mechanical advantage of the different types of levers.	These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Exploring Mechanisms Trainer.	-perform an activity demonstrating how the different levers work. -determine the mechanical advantage of the different types of levers. Achieve a score of 80% or higher on lesson Quiz.
(The Wheel and Axle) -learn about the wheel and the axle. -perform an activity demonstrating how a wheel and axle works. -determine the mechanical advantage of a wheel and axle.	These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Exploring Mechanisms Trainer.	-perform an activity demonstrating how a wheel and axle works. -determine the mechanical advantage of a wheel and axle. Achieve a score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 7 – Design and Problem Solving

Unit: Exploring Mechanisms

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(The Pulley) -learn about the pulley. -perform an activity demonstrating how a pulley works. -determine the mechanical advantage of different types of pulley.	These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Exploring Mechanisms Trainer.	-perform an activity demonstrating how a pulley works. -determine the mechanical advantage of different types of pulley. Achieve a score of 80% or higher on lesson Quiz.
(The Screw and the Gear) -learn about the screw. -perform an activity demonstrating how a screw works. -determine the mechanical advantage of the screw. -learn about the gear and the gear train. -perform an activity demonstrating the operation of a basic gear train.	These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Exploring Mechanisms Trainer.	-perform an activity demonstrating how a screw works. -determine the mechanical advantage of the screw. -perform an activity demonstrating the operation of a basic gear train. Achieve a score of 80% or higher on lesson Quiz.

Resources

Appendix A

1. LabVolt Modular Software
2. LabVolt Modular Software Guide Books
3. Technology Teacher’s Resource Guide
 Written by John D. Hickey Glencoe
 Published by McGraw-Hill New York, NY

Rational & Philosophy behind our Technology Education Program

Why Is It Important to Teach Students about Technology?

For students to become well-informed, productive citizens in today's world, and in that of the future, we must teach them the concepts and the basic skills needed to function in a technology-based society. They need to become efficient information researchers, effective tool users, creative problem solvers, and environmentally proactive thinkers. In other words, as members of a dynamic progressive global community, our students must become technologically literate. That is to say, students must understand technology's history, its evolutionary nature, and its place in their society. They must use its materials, tools, and processes effectively to solve problems. They must investigate the positive and negative effects of technology on the environment and society, and assess its worth. Technologically literate students have studied about and used technology; they understand its effects on themselves, their society, and the future of mankind.

Philosophy of Technology Education... Times They Are A-Changin'

Technology changes our lives. Our lives are different than they were 15, 7 or even 2 years ago. Cellular phones...stereo lithography...virtual reality..."heads up" display in our cars-all were drawing-board dreams a few years ago. Now they are becoming common elements of our society as well as popular topics of conversation at social gatherings. Our population faces a staggering number of changing technological processes and skills that should be a part of its basic education.

As a component of a basic 21st-century education, Technology Education takes hands-on tool and material use, and then adds practical design and problem-solving components while blending in higher-level and critical thinking skills. Technology Education also incorporates, in a relevant way, information from the academic rubrics of science, math, social studies, art, PE/Health home economics, and language arts. Technology Education is designed to inform our children about how technological systems and their associated careers integrate into society. It is the "new basic" for well-educated individuals of the future.

Technology at the middle school level is not skill-specific or material-specific occupational training. It is general enough to be considered prevocational education. Yet it uses many of the same tools that are historically connected to vocational training. Technology Education uses a broad-based approach to help students understand and use our society's technologies and technological systems to their full potential by studying their evolution, application, and significance. The general content base for Technology Education is the organization, personnel, systems, processes, resources, and products of industry. Therefore, Technology Education has an entrepreneurial spirit that spawns invention and innovation. However, our envelope of study does not end there. Technology Education also examines and assesses the implications and impacts that technology has on our society, culture, and environment through analysis and evaluation.

The future is a time filled with wonderful things, new and different; it will also present some confounding problems. Our technology will only become more complex, and more encompassing. Creativity will be the hallmark of the citizens of tomorrow's world, just as it is for us and was for our ancestors. Therefore, creativity is also a major component of Technology Education. The creative, technologically literate citizens of the future will relish its changes, opportunities, and challenges.

Technology Education...What Is It?

The term “**Technology Education**” is new to most people. Upon hearing it, they often respond “What’s that?” There are many definitions that bristle with terms derived from educational textbooks. We will get into those later; for now, we can describe Technology Education as the study of the technology that surrounds us, and how it affects our lives and our future.

As an integral part of a basic education, Technology Education explores occupational and career possibilities through a cluster approach to technology. Technology Education provides a vital link in the science/technology/society triangle to assist students with understanding, living, and working in our advanced technology/information era. Its interdisciplinary nature provides a focal point and forum for cross-curriculum activities that help students to comprehend and apply, in a relevant way, mathematics, the natural sciences, and humanities. Therefore, a holistic approach is employed in Technology Education that actively involves students in their own learning. Activities in the classroom/laboratory are designed to develop knowledge, skills, and attitudes regarding industry and technology and their effects on society. Emphasis is given to nurturing skills in communication, social interaction, problem solving, higher-order thinking, manipulative proficiency, entrepreneurship, and leadership. Students use current technology and problem-solving methodology as they work on assignments in information processing, product design, product development, prototype production, and evaluation procedures. Personal and social growth is fostered through interaction with other students in the laboratory and in student Technology Education organizations. The ultimate goal of Technology Education is to help develop citizens of the 21st century who are technologically literate and excited about the love of learning.

The learning in a Technology Education program is “hands-on and minds-on.” Students are required to actively participate in their own learning process by using technology-related equipment. Creative and critical thinking skills are developed through ‘real-world’ situations based on technology activities that can be integrated into any facet of the larger school curriculum. Creativity, entrepreneurship, research, design, problem solving, production, and evaluation are the cornerstones of Technology Education. Students are encouraged to move feely among these cornerstone areas of education to solve the tasks they are assigned.

All taxonomic domains are embraced, and the students are lured into the higher-level thinking objectives by the design and entrepreneurial nature of the assignments.

Technology Teacher’s Resource Guide
Written by John D. Hickey Glencoe
Published by McGraw-Hill New York, NY

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

Unit: SPEECH
NJCCCS 1.1,1.2,1.3

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to: Develop proper speech and communication techniques</p>	<p><i>Theatre Games for Young Performers</i> Instructor Generated</p>	<p>Drama Discussion Voice & Vocal Techniques Teacher Observation and Worksheets</p>
<p>The learner will be able to: Give simple speeches using vocal and physical techniques</p>	<p>Instructor Generated <i>Theatre Games for Young Performers</i> <i>The Amateur Actor</i></p>	<p>Create and Perform Simple Speeches 1) Name speech 2) 5 sentence Speech 3) Speech about him/herself 4) Speech about particular topic/object Voice & Vocal Techniques (i.e.. visibility to audience, face & body positioning, gestures, turns, crossing stage etc.) Teacher Observation and Grading</p>
<p>The learner will be able to: create a good group dynamic and develop a comfort on stage through participation in daily Icebreakers & warm-up activities</p>	<p><i>Improvisation Starters</i> <i>From the Drama's Teacher's Resource Room</i></p>	<p>Warm Up Activities (teacher created) Oral & Physical Performance Breathing Exercises Enhance Vocal Capabilities</p>

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

Unit: INTRO TO STAGE

NJCCCS 1.1,1.2,1.5

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to: understand stage terms and stage vocabulary	<i>Everything about Theatre</i> <i>Theatre Arts I</i> Instructor	Teacher generated worksheets Use terms to show mastery Short readings Quiz Performance based activities
The learner will be able to: understand actor positions	Instructor <i>Theatre Games for Young Performers</i> <i>The Amateur Actor</i>	Teacher demonstrations Student Participation Teacher created worksheets Quiz
The learner will be able to: understand stage terminology and uses of the stage	<i>Everything about Theatre</i> Instructor	Stage Tour Complete diagram of stage Practice stage terms through games, short skits Teacher Created worksheets Quiz/Graded Worksheets
The learner will be able to: use movement and body awareness to expand vocabulary and word meaning	Instructor <i>From the Drama Teacher's Resource Room</i>	Relaxation Exercises Imaginative Journey Activity Teacher Observation Class Discussions/Feedback Worksheets

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

UNIT: PANTOMIMES
NJCCCS 1.1,1.2,1.3,1.4,1.5

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Develop confidence and stage skills through various teacher based pantomime activities	Instructor <i>Theatre Games for Young Performers</i>	Topics given via index cards and students perform Teacher Observation Teacher/Peer Critiques
Learn the basic qualities of good pantomimes	Instructor <i>Theatre Games for Young Performers</i>	Students will demonstrate mastery of skills by completing teacher generated tasks and skill sheets
Tell a story and act it out	Instructor <i>Theatre Games for Young Performers</i>	Performance Based Teacher Observation Critique Sheets
Perform simple actions and Emotions	Teacher Generated Materials	Performance Based Teacher Observation Critique Sheets
Perform Believable Entrances & Walk Through	Instructor	Performance Based Teacher Observation
Perform Group Pantomimes & Rehearsed Scenes	Instructor <i>Theatre Games for young Performers</i>	Performance Based Rubric with Criteria Outlined Teacher Observation Quiz Grade
Perform a Solo Pantomime with Music and or Props	Instructor	Students will demonstrate by completing a solo pantomime (performance based) Teacher generated Criteria Sheet Quiz Grade Teacher Observation Reflection Writing

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

UNIT: VOICE

NJCCCS 1.1,1.2,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Learn the characteristics of a good stage voice	Instructor <i>The Amateur Actor</i> <i>Theatre Arts I</i>	Develop a proper vocal range (rate, projection, clarity, expression, pitch, stance, eye contact & poise) Performance Based Oral Activities Teacher Observation
Perform Vocal Warm-Ups	Instructor	Breathing and Stretching Exercises Chanting of vowel/consonant sounds Counting in random voices Making various facial gestures/exercises Teacher Observation
Repeat and state various tongue twisters	Instructor <i>Twist These on Your Tongue</i> <i>Theatre Games for Young Performers</i>	Repetition of tongue twisters Reference Worksheet Teacher Observation
Enunciate words/sentences with an appropriate expression		Color your Words Activity (list of words stated in a neutral tone and then repeated in chorus, saying them with as much appropriate expression) Teacher Observation/Student Worksheets Student Critique Sheets

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

UNIT: VOICE (Cont.)
NJCCCS 1.1,1.2,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Perform a directed poetry reading	Collection of Poems (Instructor Generated) <i>Language of Literature Anthology</i> <i>Where the Sidewalk Ends</i>	Poem related worksheets/activities Oral Reading by student Rubric Scoring Sheet Teacher Observation/Grading
Working in pairs, perform a rehearsed voice scene (advice column)	Newspaper Advice Columns Magazines/Journals	Background Information on Advice Columns Teacher generated Outlines and Activity Worksheets Performance Based Scoring Rubric Quiz Grade Reflection Writing

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

UNIT: BASIC ACTING/IMPROVISATIONS

NJCCCS 1.1,1.2,1.3,1.4,1.5

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Learn proper techniques to perform a required scene	<i>Improvisations in Creative Drama</i> <i>Improvisation Starters</i>	Study requirements for scene-building Use of performance hints Student practices Teacher Observation
Perform a group Improv with a given situation	<i>Improvisations in Creative Drama</i> <i>Improvisation Starters</i> Instructor Generated	Teacher generated index cards with scene requirements Group confer time Performance Based Teacher Observation Critique Sheets Reflection Writing
Perform a given situation as three different characters (group of 3 actors)	<i>Improvisations in Creative Drama</i> <i>Improvisation Starters</i> <i>Theatre Games for Young Performers</i> Instructor Generated	Teacher generated index cards with situation/characters Performance Based (actors perform scene tying all elements together) Teacher Observation Discussion of characters Reflection Writing
Perform an individual Improv with a given situation	<i>Improvisations in Creative Drama</i> Teacher generated	Teacher generated index cards with situation Performance Based Rubric Scoring Critique Sheets Teacher Observation

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

Unit: BASIC ACTING/IMPROVISATIONS

NJCCCS 1.1,1.2,1.3,1.4,1.5

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Perform a solo Improv with objects and props	<i>Theater Games for Young performers</i> Instructor Generated	Teacher Observation Performance Based
Improvise a story and act it out	Instructor Generated <i>Theater games for Young Performers</i>	Student will improvise a story around a topic (without preparation) Performance & Time Based Teacher Observation Scoring Rubric Reflection Writing

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

UNIT: PUPPETRY NJCCS 1.1,1.2,1.3,1.4,1.5

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Design and make a puppet to match a character in a fairy tale and their own characterization of that part	<i>Puppets for Play Production</i> <i>Fell's Guide to Hand Puppets</i> <i>Library Resources (Books)</i> Instructor	Requirements met based on criteria in hand-outs by instructor Use of Rubric for Scoring Teacher Observation
Perform by puppetry a fairy tale, regular or fractured for an audience	<i>Puppets for Play Production</i> <i>Fell's Guide to Puppetry</i> Instructor	Teacher Observation Student Questionnaires Quiz grade based on criteria in hand-outs by instructor Use of rubric for scoring

WARREN TOWNSHIP SCHOOLS

Grade 7 - DRAMA

Unit: MONOLOGUES

NJCCCS 1.1,1.2,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
Based on a given emotion, create and perform a one or two minute monologue	Instructor <i>Theater Games for Young Performers</i> Set Props, simple hand props and costumes	Solo Emotion Scene Outline and Activity Worksheet Performance Based Teacher Observation Student Questionnaires Rubric Scoring
Present a solo scene of his/her choice (which speaks thoughts aloud, talks to imaginary second characters on stage or addresses audience directly)	Instructor <i>Theatre Games for Young Performers</i> Costumes and hand props	Brainstorming Activities Scene must present an initial situation, complications and a solution Requirements given by instructor must be met Outline/Monologue Idea Sheet Script pre-written and handed in for grading Teacher Observation Performance Based Quiz Grade

7th Grade “Drama” Elective-7 Week Curriculum Alexis Slack

Purpose:

The purpose of this course is to introduce students to the basic skills of drama and acting. This is a performance-based course requiring full participation from students. Drama consists of activities that will appeal to adolescent actors and actresses. These activities will help the performers develop creativity and technical skills in front of an audience.

Rationale:

The Adventures in Drama elective has been developed based on extensive research and instructor generated ideas and materials. The implementation of the Drama course will meet the NJCC standards by helping students:

- Portray characters and describe basic situations
- Experiment with the use of voice, facial expression and movement
- Employ theatrical elements to create and express scenes
- Demonstrate clarity of character through classroom dramatizations
- Create original interpretations of scripted roles demonstrating a range of various acting styles and methods
- Identify basic elements of theatre
- Recognize basic stage directions and vocabulary
- Collaboratively plan and execute group scenes stemming from pantomimes and improvisation
- Create and portray individual characters and their behaviors
- Create characterizations in context through manipulation of voice and physical qualities
- Evaluate their own actions and accomplishments

Units of Study:

Drama will be studied in the following units:

1. Speech and Communication
2. Intro to Stage
3. Pantomimes
4. Voice
5. Basic Acting and Improvisation
6. Puppetry
7. Monologues

RESOURCES

Everything About Theatre

Robert L.Lee

Meriwether Publishing Ltd.

Improvisations in Creative Drama

Betty Keller

Meriwether Publishing Ltd.

Improvisation Starters

Philip Bernardi

Bettenway Publications, Inc.

Puppets for Play Production

Nancy Renfro

Funk & Wagnalls

The Amateur Actor

Francis Mackenzie

Theatre Arts Books

Theatre Arts I

Alan Engelsma & Penny Engelsma

Meriwether Publishing Ltd.

Theatre Games for Young Performers

Maria Novelly

Meriwether Publishing Ltd.

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Nutrition and The Food Pyramid NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
WORLD LANGUAGE- 7.2.1 SOCIAL STUDIES STANDARD - 6.6.4 Analyze personal food habits and start to understand factors that affect their food choices.	Food Shield Activity – teacher prepared	Teacher Observation
HEALTH STANDARD -2.1.2 CCWRS- 1.1, 3.10 List the 6 nutrients, their function in the body, and sources of each nutrient.	Nutrient Worksheet Teacher prepared -Nutrient Information sheets in each kitchen for Rotation Group Work.	Teacher observations of rotation GROUP work behavior and completion of worksheet.
HEALTH STANDARD - 2.1.2 LANGUAGE STANDARD - 3.5.8 CCWRS-2.10 List the name and recommended servings for each group in the food pyramid.	Food Pyramid Worksheet. Computer Web quest	Worksheet completion
HEALTH & PE STANDARD 2.1 MATH STANDARD 4.1.9 Understand and compare the nutrition information on food labels and for foods in the pyramid.	Food Packages with nutrition labeling Nutrient Amount Worksheet.	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Nutrition and The Food Pyramid NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
CCWRS- 3.10 Keep a food history for 2 full days and evaluate their diet against the food pyramid.	Teacher generated worksheet	Self Evaluation
HEALTH & PE STANDARD- 2.6 Understand the amount of sugar found in breakfast cereals and other foods.	Nasco Sugar Visuals and Cereal Box Nutrition Labels	Observation
LANGUAGE ARTS STANDARD 3.1.3 Create a 30 second radio spot message promoting good nutrition.	Textbooks and magazines	Teacher Observation
HEALTH STANDARD - 2.1.2 LANGUAGE STANDARD - 3.5.8 CCWRS-2.10 Compare the nutritional values of fast foods based on information provided on menus.	Internet site: http://www.fatcalories.com/	

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Kitchen Safety and Sanitation NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
CCWRS- 5.4 Demonstrate the safe use of kitchen equipment- including knife cutting techniques, use and care of electrical ranges, and proper use of kitchen equipment.	Teacher /Student Discussion	Teacher Observation
CCWRS- 5.4 Identify and list at least 10 kitchen safety rules.	View Kitchen Safety Video	Quiz
CCWRS- 5.4 Explain how to handle a grease/electrical fire, safe use of electrical equipment, and microwave safety.	Teacher /Student Discussion	Role play
CCWRS- 5.4 HEALTH & PE STANDARD- 2.1.2 Understand how to prevent food borne illnesses through proper food storage, food handling and sanitation.	Teacher /Student Discussion	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Food Preparation Skills NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
CCWRS- 1.1, 3.10 MATH STANDARD - 4.1.9 Demonstrate the correct measuring techniques for dry and liquid ingredients.	Snickerdoodle recipe prepared as group and other recipes selected for lab work.	Teacher Observation
CCWRS- 1.1, 3.10 MATH STANDARD 4.2.5 – Modify recipes by ½ and show understanding of abbreviations and equivalents.	Recipe handout- Snickerdoodle	Handout graded
WORLD LANGUAGE- 7.1.6 Define and execute various cooking terms used in recipes. List the cooking terms that come from other languages.	Nasco- Food Term Bingo Fondue Lesson Cooking Terms in French Poster- Teacher Made	Worksheet- underline verbs- action words – cooking terms
CCWRS- 4.1 Understand job assignments of shared responsibilities of each group member for obtaining supplies and equipment: cooking; cleaning up; dishwashing and dish drying.	Student Lab Responsibilities and Procedure.	Teacher Observation of Labs

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Food Preparation Labs NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
CCWRS-4.1 Execute basic food preparation skills using planning and time management in the kitchen lab.	Teacher generated recipes –using various kitchen equipment and food from each group.	Teacher Observation of Labs
CCWRS- 1.1, 3.10 Work in cooperative group setting in kitchen labs preparing a teacher selected recipe using the food groups in the Food Pyramid as a guide. (NOTE: Labs will take place approximately twice a week)	Kitchen Lab Teacher Created Recipes See Appendix B	Teacher Observation Lab Evaluation Sheet
CCWRS- 4.1 Identify and list equipment and steps needed to prepare a recipes used in lab.	Large and small kitchen lab equipment	Teacher Observation
LANGUAGE ARTS STANDARD- 3.2.7 CCWRS- 1.1, 3.10 Follow written (recipes) and oral directions as they manage time to complete a recipe in class.	Teacher Created Recipes/Kitchen Lab	Self Assessment Oral

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition
(Home Arts Elective)
Grade 7

Unit: Food Preparation Labs (continued)
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
<p>CCWRS- 1.1, 3.10, 4.1 Complete recipes and all lab work including clean up within a given period of time. (NO LATE PASSES!!)</p>	Teacher Recipes Appendix B	Teacher Observation
<p>CCWRS- 1.1 Determine the success of their finished lab products using self- evaluation.</p>	Teacher Created Recipes/ Kitchen Lab Appendix B	Written or Verbal Assessment of Lab activities.
<p>CCWRS- 2.10 Recognize how technology has effected food preparation as students use a microwave oven in food preparation.</p>	Microwave Oven Cross word Puzzle- Home Economics Curriculum Activities Kit p.42	Teacher Observation
<p>SCIENCE STANDARD- 5.8.2 Cook eggs using one of the various methods of preparing. Understand correct storage and handling of eggs and chicken.</p>	<p>Scrambled Egg recipe Today's Teen – Page 590-592</p>	Teacher observation.

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Food Preparation Labs (continued) NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
<p>CCWRS- 1.1, 2.10, 3.10, 4.2 ,5.7 MATH STANDARD- 4.1.9 Analyze and compare the benefits of packaged convenience foods vs. homemade.</p>	<p>Cheddar Bay Biscuit Recipe vs. Packaged Recipe (www.copykatrecipe.com)</p>	<p>Teacher Observation of Lab</p>
<p>WORLD LANGUAGE 7.2.1 CCWRS: 4.2,5.7 Explore international cuisine and taste foods from other countries.</p>	<p>International Food Recipe- LO MEIN</p>	<p>Teacher Observation Student Evaluation Taste and Appearance</p>
<p>SCIENCE STANDARD 5.2.2 CCWRS: 4.2,5.7 Prepare a yeast bread recipe.</p>	<p>Pizza Prepared by students</p>	<p>Teacher observation.</p>
<p>CCWRS: 4.2,5.7 List the nutrients found in various fruits, how to shop for fresh fruits; to clean and prepare fruits and sample various fruits.</p>	<p>Class Prepares Fruit Salad-</p>	<p>Enjoyment of fruit !!</p>

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Food Preparation Labs (continued) NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
VISUAL & ARTS Standard- 1.6.2 CCWRS: 4.2,5.7 List the nutrients found in fresh vegetables, shopping guidelines, cleaning and preparation of fresh vegetables. Design and sample an attractive vegetable platter.	Crudités prepared by class	Teacher Observation
CCWRS: 2.10, 4.2,5.7 Prepare a frozen vegetable using the microwave.	Lab preparation of Frozen Vegetable-Garlic String Beans	Teacher Observation
CCWRS- 1.1, 2.10, 3.10, 4.2 , 5.7 Select, create a shopping list, prepare and sample a food of their choice using family recipes, cookbooks or internet sources.	Internet and cookbooks.	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Foods and Nutrition (Home Arts Elective) Grade 7

Unit: Consumer and Life Skills
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
MATH STANDARD - 4.1.9 CCWRS- 3.10 Understand the difference between store brand, name brand and generic items.	Taste test of Generic, Store brand and Name brand food products. (a cereal or cheese crackers work well)	Student evaluation of products
MATH STANDARD 4.10.7 Give examples of ways in which pre-planning can save you time when preparing a recipe and in other aspects of life. (one task or assembly line)	Class Discussion	Teacher Observation
CCWRS- 1.1 Demonstrate use of appropriate manners and behavior, correct table setting and etiquette in daily activities	Wheel of Manners Game- <u>The Manners Game for Today's Teen</u> by Carol Schmelzel	Teacher Observation
SOCIAL STUDIES STANDARD- 6.9.1 Demonstrate recycling in the classroom.	Somerset County Recycling Flyer	Teacher observation
Math Standard 4.7.2 Compare food packages as to the size, weight vs.net amount vs. price to determine the best value.	Packages of foods with various size, weights and net amounts.	Worksheet Grade

Purpose

The Core Curriculum Content Standards established by the New Jersey Department of Education identifies skills important for student success in all content areas. The **Foods and Nutrition** course serves to enhance all components of the required core curriculum. Through hands on activities students will also meet the Cross content workplace readiness standard. The implementation of the **Foods and Nutrition** Course will help students:

- Understand how the food you eat effects the way you feel and
- Describe the Food Guide Pyramid, food groups, and nutrients they contain.
-
- Experience the practical application of mathematics, science and language in everyday life
- Increase awareness and understanding of the many facets of living through participation in hands on activities.
- Develop practical “life skills” needed as students become less dependent on parents
- Increase student self-confidence related to domestic, practical and social skills
- Develop time management skills and problem solving techniques
- Become familiar with technology and other tools available to help solve everyday life challenges
- Identify areas of special interest and assist them in making more informed decisions regarding future educational choices.

Rationale

The **Foods and Nutrition** curriculum has been developed based on meeting the Core Curriculum Content Standards established by the New Jersey Department of Education.

This course has been created to provide an academic enrichment elective for 7th grade students in the area of Family and Consumer Science otherwise known as Home Arts in the Unified Arts Cycle. Students will develop life skills needed as they progress to high school, college, work and life on their own. They will gain the knowledge needed to become an educated consumer and intelligent decision maker. Math, language, and science facts will be reinforced and utilized in the kitchen labs and other hands-on activities.

In class discussion, small groups and individually students will be given an opportunity to express their creativity and communicate ideas, thoughts and feelings. Their successes and accomplishments will increase self-esteem and edify skills needed to maintain a healthy lifestyle and they will have some fun while doing it!!

Appendix A – Resources Foods and Nutrition

Core Curriculum Content Standards, 1996

WEBSITES:

www.allrecipes.com (All recipes) recipes

www.backofthebox.com (Back of the Box) recipes using brand name products submitted by manufacturers

www.cookinglight.com (Cooking Light) recipes

www.copykat.com (Copy Kat) recipes that mimic famous recipes

www.dole5aday.com (Dole 5 a Day) great activities and information geared to children to make eating 5 a day fun

www.extension.iastate.edu/foodsafety (Iowa State Extension Service) Food Safety Site

www.fatcalories.com (The Fast Food Nutrition Fact Explorer) compares nutrient value in various fast food items from each fast food store.

www.kidshealthworks.com (Kids HealthWorks) features episodes that explore day-to-day children's nutrition and dietary health issues. The National Dairy Council is a sponsor of this American Academy of Pediatrics' Discovery Health Channel series

www.msue.msu.edu/msue/imp/modfs/modfsf.html (Michigan State University Extension) food safety fact sheets

www.ncfst.iit.edu (National Center for Food Safety and Technology) courses available from Illinois Institute of Technology

www.recipesource.com (Recipe Source) recipes by category and by region

TEXTBOOKS:

Adventures in Food and Nutrition, by Carol Byrd-Bredbenner, PhD, RD.

Nutrition and Wellness, Glencoe McGraw-Hill

Creative Living, McGraw-Hill, 1997

Discovering Food- Columbus, OH 1997

WORKSHEETS:

"Understanding Recipe Codes" modified from "Decoding Recipes", Food for Today Student Activity Guide.

Nasco: Cooking Term Bingo

Home Economics Curriculum Activities Kit, Margaret Campbell, The Center for Applied Research in Education, 1995

OTHER:

The Manners Game for Today's Teen by Carol Schmelzel

Kitchen Safety Video

Appendix B

Recipes for Grade 7 - Foods and Nutrition

Snickerdoodles-

Day one- Made as a GROUP

½ cup butter or margarine, softened	2 eggs
½ cup shortening	1 teaspoon baking soda
1 ½ cup sugar	2 tsp cream of tartar
2 -¾ cup flour	

1. Cream butter using an electric mixer.
2. Add sugar and the egg and continue to beat with electric mixer. (Scrap batter off the beaters and put the beater in the sink to clean – wipe off the mixer--- do NOT put mixer in sink)
3. In another bowl, mix flour, baking soda and cream of tartar.
4. Use a wooden spoon to stir the flour mixture into the butter/ sugar mixture. Stir until combined.
5. Empty dough onto wax paper. Shape and wrap as a sandwich. Place in small baggie. Label with period and kitchen number.

Day two- Dough divided for each kitchen to bake

Mix 1 Tbsp. sugar and 1 tsp cinnamon to make the cinnamon and sugar mixture.

Preheat oven to 400°.

Form dough into balls the size of walnuts.

Roll in cinnamon and sugar mixture.

Place onto the baking stone. Bake for 8-10 minutes.

Low Fat Chocolate Fondue

1 tsp. cornstarch

½ c water

2 T unsweetened cocoa

2 T granulated sugar 1/2 tsp vanilla extract

Mix cornstarch and water in a small saucepan. When smooth, add remaining ingredients & stir over moderately high heat until mixture boils 1 minute. Serve in fondue pot.

Appendix B-

Recipes for Foods and Nutrition

Salsa

1 medium Tomato (ripe- peeled, seeded + chopped)

1 dash sauce

1 teaspoon chopped fresh cilantro

½ onion- chopped

1 T. garlic chopped

½ teaspoon lemon juice

1. To peel tomatoes, immerse in boiling water for less than 1 min. then plunge into ice water and the skin will slip off. Squeeze out seeds. Chop.
2. Slice the onion into fine pieces as demonstrated.
3. Peel Garlic and use the garlic press to mince the Garlic or use a knife and chop finely.
4. Mix all the ingredients together. Store in custard dish labeled with kitchen/ period and covered with plastic wrap.

LoMein:

1 package of Ramen noodles (only noodles)

1 tbsp. oil

½ carrot- julienne cut ½ stalk celery- cut fine

1 scallion-clean and white bottom separate from the green tops sliced thin

1 Tbsp. light soy sauce

a dash of pepper and salt

1 tsp of sesame oil

1 tsp. of oyster sauce

While the supply person measures the ingredients prepare ramen noodles by cooking briefly in hot boiling water for 3-4 minutes. Drain and reserve in a colander.

1. In the 1 tbsp. of hot oil- sauce the white part of the scallion, carrots and celery briefly to release flavors (3-4 mins)
2. Add the precooked noodles and toss with vegetable medley and add in the tops of scallions.
3. Add the soy sauce, salt, pepper and oyster sauce.
4. Add the sesame oil last. Allow to heat through.

WARREN TOWNSHIP SCHOOLS

Just Art - Grade 7

Unit: Seventh Grade Art Elective NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.1, 1.2, 1.4 Create a painting demonstrating the following: <ol style="list-style-type: none"> 1. Watercolor mixing 2. Brush techniques 3. Compositional procedure 	Watercolors, brushes, wax resist, watercolor paper	Student generated final projects (1 for each season) Sample projects may include (but are not limited to): Winter watercolor snowmen
1.1, 1.2, 1.3 Create a pastel exploring the following <ol style="list-style-type: none"> 1. Pastel blending 2. Pastel techniques 3. Compositional procedures 	Pastels, conte crayon	Student generated final projects (1 for each season) Sample projects may include (but are not limited to): Spring pastel crayon birch trees
1.1, 1.2, 1.3 Create a clay for exhibiting the following <ol style="list-style-type: none"> 1. Slab construction 2. Textural patterns 3. Relief sculpture 	Clay, metal stamps, clay modeling tools	Student generated final projects (1 for each season) Sample projects may include (but are not limited to): Summer clay boxes
1.2, 1.3, 1.4 Create a drawing composition with an understanding of <ol style="list-style-type: none"> 1. Proportion and scale 2. Line variation 3. Compositional procedure 4. Degrees of light and dark values 	Crayons, markers, pen and ink, pencil	Student generated final projects (1 for each season) Sample projects may include (but are not limited to): Fall leaf collage

WARREN TOWNSHIP SCHOOLS

Just Art - Grade 7

Unit: Seventh Grade Art Elective NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to: 1.1, 1.3, 1.4 Create a print with the knowledge of the following <ol style="list-style-type: none">1. Print making procedure2. Negative and positive design3. Linoleum and wood cutting techniques4. Ink application	1. Printmaking ink, printmaking tools 2. Wood blocks, linoleum blocks	Student generated final project Seasonal linoleum block prints and/or wood block prints
1.1, 1.2, 1.3 Create a collage with an understanding of <ol style="list-style-type: none">1. Paper glazing2. Torn and cut paper application3. Balance in reference to color and shapes	Tissue paper, construction paper, felt, brushes, glue	Student generated final project Seasonal textile collages

Purpose

The purpose of the course “Just Art” is to promote an aesthetic awareness to the ever-changing seasons with regard to creating a work of art.

Rationale

The four seasons provide an organized structure to develop the skills and techniques in a variety of mediums. By concentrating on the familiar seasonal changes, students will develop an appreciation of the beauty pertaining to nature.

Appendix A – Resources

In addition to the materials listed above, the following resources will be used:

Book

Graves, Maitland. Art of Color and Design. New York: McGraw Hill, 1951.

Magazines

Art and Activities

Scholastic Art & Man

Websites

www.worldbookonline.com

www.metmuseum.org/

www.moma.org/

WARREN TOWNSHIP SCHOOLS

Movies, Then and Now

Grade 7

Unit: The Making of Movies

Essential Question: Who are the people involved in making movies?

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p>		
<p>NJCCCS: 3.3 (7) A3,4,5,7- Speaking: Discuss the different jobs necessary in creating a movie in small groups</p> <p>NJCCCS: 3.2 (7) A3,C2,3, D1 Writing: Describe the jobs involved in movie making</p>	<p>Teacher generated descriptions about the various jobs involved in movie making.</p>	<p>Each group will hand in a detailed description of the job they have been assigned</p> <p>A reporter will be chosen from the group to give an accurate description of each particular job to the other.</p>
<p>NJCCCS: 3.5 Viewing and Media Literacy (7) A1, C2 3.2 Writing (7) B1. Be able to identify various elements of movies:</p> <ul style="list-style-type: none"> Setting Characters Character Development Manner of Speech Lighting POV (Point of View) Sets Make up and Hair Costumes Time Conflict Message 	<p><u>Building the Successful Theater Company.</u> (Allworth Press: 2002)</p> <p><u>The Complete Idiot's Guide to Amateur Theatrics,</u> (Alpha: 2006).</p> <p><u>The Five C's of Cinematography.</u> (Sillman James Press: 2006)</p> <p><u>On Directing.</u> (Simon & Schuster: 1972)</p>	<p>Teacher observation</p> <p>Journal entries</p> <p>Quiz on different elements of movie making</p>

WARREN TOWNSHIP SCHOOLS

Movies, Then and Now

Grade 7

Unit: 2: Movie Viewing

Essential Question: What are the differences in original movies, as compared to their remakes?

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>NJCCCS: 3.5 Viewing and Media Literacy (7) A2, B5. Explain similarities and differences in original movies as compared to their remakes Understand the development of movie making as time indicates</p>	<p>Movie selections as follows: \ Herbie Fully Loaded (2005) The Love Bug (1969) Charlotte’s Web (2006 & 1973) Black Beauty (1994) National Velvet (1944) The Secret Garden (1949 & 1993) VCR&/or DVD player Television Set</p>	<p>Movie Report Sheets will be handed in for all movies. Discussions Teacher Observations Venn diagrams</p>
<p>NJCCCS: 3.5 Viewing and Media Literacy (7) B5 Compare and contrast movies originally created with their modern counterparts</p>	<p>Above movie selections Journals</p>	<p>Group discussions Venn diagrams Essay</p>

WARREN TOWNSHIP SCHOOLS

Movies, Then and Now

Grade 7

Unit: Script Writing

Essential Question: How do writers develop ideas and write the scripts for movies?

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>NJCCCS:3.2 Writing (7) B1,2,3 Work in groups to develop their own screenplays</p>	<p><u>Film Directing Shot by Shot:</u> (Michael Wiese Productions, 1991) <u>Playwrite’s Guidebook;</u> (Faber and Faber, 2002) <u>Scenic Design and Lighting Techniques:</u> (Focal Press, Elsevier, Inc: 2007) <u>Screenwriting for Dummies:</u> (Wiley Publishing: 2003)</p> <p>Teacher generated outline</p>	<p>Scripts Teacher observations</p>
<p>NJCCCS:3.5 Viewing and media literacy (7) C, 1, 2,3 D 2,3,4,5,6,7 . Perform screenplays for the rest of the class.</p>	<p>Video camera Television set Props</p>	<p>Teacher and students will generate a rubric together. Both teacher and students will fill out rubric for each group.</p>

Purpose

The Core Curriculum Content Standards established by the New Jersey Department of Education identifies skills important for student success in all content areas. The Movies Then and Now elective course serves to enhance all components of the required core curriculum. Through collaborative work, students will enhance their knowledge of many facets of movies, comparing modern movie remakes with their classic original counterparts. This elective course has been aligned with the Language Arts Literacy Core Curriculum Standards.

The implementation of the Movies Then and Now elective will help students:

- Define and discuss different jobs necessary to create a movie.
- Define and discuss various elements in movie making
- Compare and contrast original movies with their modern counterparts
- Develop time management skills
- Apply teamwork and leadership skills when working in groups
- Identify areas of special interest in theater or movie making which can assist them in making informed decisions regarding future career choices.
- Refine listening skills.
- Develop rubrics for assessment.
- Constructively critique the work of others.

Rationale

The 7th grade elective course curriculum has been developed based on meeting the Core Curriculum Standards established by the New Jersey Department of education.

This course is designed to provide a special enrichment opportunity for 7th graders. This elective, though a course about movies and their remakes has been aligned directly with the New Jersey core curriculum standards in Language Arts Literacy.

Many students have expressed an interest in making movies. This course will be an opportunity for them to compare and contrast the manner in which movies were made in the past and the manner in which they are made now. After learning about the elements of movie making, students will then view and compare movies. All the movies shown have been rated G. After viewing different movies and their remakes, students will work in groups, to devise, create, write and perform short screenplays for the rest of the class. Their final product will be video taped and presented to the entire class. Their success in this endeavor will enhance their self esteem and their creativity.

All of the movies that will be shown have been taken from books. The novels will be available to the students, so that they may read them and compare and contrast, not only movies, but also books and movies. Any student who chooses to do so will receive extra credit as part of their grade.

Appendix A - Resources

On Directing

Simon and Schuster, 1972

The Art Of Acting

Applause Books, 2000

Building the Successful Theater Company

Allworth Press, 2002

Scenic Design and Lighting Techniques

Focal Press, Elsevier inc, 2007

Screenwriting for Dummies

Wiley Publishing, 2003

Video Hounds Golden Movie Retriever

Thompson, Gale Corp, 2007

The Best Old Movies for Families

Anchor Publishing, 2007

Film Making for Dummies

Wiley Publishing, 2003

Playwrights Guidebook

Faber and Faber, 2002

Hollywood Picks the Classics

Bulfinch, 2004

Film Directing Shot By Shot

Michael Wiese Productions, 1991

The Complete Idiots Guide to Amateur Theatrics

Alpha, 2006

The Five Cs of Cinematography
Sillman James Press, 1965

Movies:

Herbie Fully Loaded
2005

The Love Bug
1969

Charlotte's Web
2006

Charlotte's Web
1973

Black Beauty
1994

National Velvet
1944

The Secret Garden
1949

The Secret Garden
1993

[Http:// Education.state.nj.us/cccs/?_list_cpi;c=3;s=3;g=7](http://Education.state.nj.us/cccs/?_list_cpi;c=3;s=3;g=7)
New Jersey Core Curriculum Content Standards-Language Arts Literacy

WARREN TOWNSHIP SCHOOLS

Puzzles

Grades 7 & 8

Unit: Word puzzles

Essential Question: What strategies can be used to solve and create puzzles such as crosswords, word finds, and cryptograms?

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
9.2(8)A1 Use and communicate various strategies to solve crossword puzzles, word finds, and cryptograms.	Puzzle books Internet websites (see below) CD ROMs from Variety Puzzles Newspaper puzzles pages	Portfolio of solved puzzles
9.2(8)C2,3 Work cooperatively with others to solve and create crossword puzzles, word finds, and cryptograms.	Puzzle books Internet websites (see below) CD ROMs from Variety Puzzles Newspaper puzzles pages	Teacher observation Portfolio of solved puzzles Portfolio of student made puzzles

WARREN TOWNSHIP SCHOOLS

Puzzles

Grades 7 & 8

Unit: Logic Problems and games

Essential Question: What strategies can be used to solve and create Logic Problems, Sudoku and related puzzles, and successfully play games like Clue that involve logical thinking?

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
9.2(8)A1; 4.4(8)D1; 4.5(8)A2,4,B1,2,3,C3,4 Use and communicate various strategies to solve logic problems, Sudoku and similar puzzles that require logical thinking..	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines.	Portfolio of solved puzzles
9.2(8)C2,3; 4.4(8)D1;4.5(8)A2,4,B1,2,3,C3,4 Work cooperatively with others to solve and create logic problems, Sudoku and similar puzzles.	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines.	Teacher observation Portfolio of solved puzzles Portfolio of student made puzzles
9.2(8)A1; 9.2(8)C2,3; 3.3(8)B4; 3.4(8)A1,2 Use logical thinking to successfully play the game Clue and solve mini mysteries from clues presented. 3.2(8)B2 Write mini mysteries for others to solve.	Clue games Book: <u>Two Minute Mysteries</u> Internet websites (see below)	Teacher Observation Class Discussion

WARREN TOWNSHIP SCHOOLS

Puzzles

Grades 7 & 8

Unit: Mazes

Essential Question: What strategies can be used to solve and create mazes, picture mazes, and similar puzzles?

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
9.2(8)A1 Use and communicate various strategies to find a path through a maze and discover the resulting picture, if there is one.	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines.	Portfolio of solved puzzles
9.2(8)C2,3 Work cooperatively with others to solve and create mazes, picture mazes, and similar puzzles.	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines.	Teacher observation Portfolio of solved puzzles Portfolio of student made puzzles

WARREN TOWNSHIP SCHOOLS

Puzzles

Grades 7 & 8

Unit: Puzzles and games

Essential Question: What strategies can be used to assemble puzzles, solve and play games such as Battleship, solitary battleship, find the missing picture, and related puzzles that involve a combination of skills and critical thinking?

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
9.2(8)A1 Use and communicate various strategies to assemble puzzles, find missing pictures, and play games like Battleship.	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines. Games such as Battleship Puzzles	Portfolio of solved puzzles Teacher observation
9.2(8)C2,3 Work cooperatively with others to assemble puzzles, create puzzles for others to assemble, and play games like Battleship.	Puzzle books Internet websites (see below) Puzzles pages from various publications such as newspapers and magazines. Puzzles Games like Battleship	Teacher observation Portfolio of solved puzzles Portfolio of student made puzzles

Purpose: Develop and maintain critical thinking skills

Rationale Critical thinking is a life skill that never goes out of style and is useful throughout one's academic career and beyond. Creating and solving puzzles is one way to develop and maintain this important skill.

Appendix A – Resources

NJ Core Curriculum Standards: <http://www.state.nj.us/njded/cccs/>

Puzzle book(s) ordered by Mrs. Burak

Websites with access to a variety of puzzles to solve on line and print and solve on paper:

<http://www.puzzlemesilly.com/>

<http://www.conceptispuzzles.com/index.htm>

<http://www.jigsawdoku.com/>

<http://www.educational-software-directory.net/games/crosswords.html>

<http://www.qualint.com/worksheets.html?referrer=Google>

<http://www.varietygames.com/prod02.htm>

<http://www.varietygames.com/free.htm>

<http://www.isd77.k12.mn.us/schools/dakota/mystery/concepts.html>

<http://www.math.umass.edu/~diehl/mysteries.html>

<http://42explore.com/mystery.htm>

Newspapers, magazines, and other publications that have puzzles in them.

Donald J. Sobol, Two Minute Mysteries Scholastic Publications

WARREN TOWNSHIP SCHOOLS

Songwriting with Computers

Grade 7

Unit 1: Styles of Music

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.1,1.5 Recognize 10 different styles of music	Lesson Plan – Styles of Music Various CDs Rock, Rap and Roll student text	Question and answer Vocabulary words
1.1, 1.2, 1.3 Choose a musical style using Rock, Rap and Roll computer program	Lesson Plan – How to use R, R and R program Worksheets or ‘Studio Menu’ Demonstration of 10 styles by instructor	Use of program in computer lab

WARREN TOWNSHIP SCHOOLS

Songwriting with Computers

Grade 7

Unit 2: Writing the Blues

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Create a blues song	Lesson Plan – History of the Blues; Themes, lyrics and structure of the Blues, Various CDs Demonstration	Original blues song written by student
1.1, 1.2, 1.3 Choose the blues style using Rock, Rap and Roll computer program	Lesson Plan – How to create a blues song in R, R and R Worksheets or ‘Studio Menu’	Use of program in computer lab

WARREN TOWNSHIP SCHOOLS

Songwriting with Computers

Grade 7

Unit 3: Original Composition

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Create an original composition	Lesson Plan – Lyrics; rhyming, metered accents on words Form; AABA, chorus and verse, looping Actual lyrics from popular songs	Song written according to instruction
1.2, 1.3 Put original composition to music	Lesson Plan – Review R, R and R styles Illustrate how lyrics compliment melody	Students choose pre-programmed melodies and insert their lyrics (select style and form)

WARREN TOWNSHIP SCHOOLS

Songwriting with Computers

Grade 7

Unit 4: Producing Your Original CD

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.1, 1.2, 1.3, 1.4 Burn an original CD	Lesson Plan – How to transfer our song from Sibelius/ RR and R to Band in the Box Student worksheets Demonstration	Song written according to instruction
1.2, 1.3 Put original composition to music	Lesson Plan – Introduction to Sibelius Student worksheets Demonstration	Students burn original CD

Appendix A

Resources

1. The Billboard Book of Songwriting. Pickow and Appleby, Blue Giff Editions Book, Billboard Publications Inc/NY. Copyright 1988.
2. Rock, Rap and Roll, School Version. Beethoven, Silver Burdett Ginn, Parsippany, NJ. Copyright 1997.
3. The Midi Connection, Teaching Guide, Grades 7 and 8. Silver Burdett Ginn, Parsippany, NJ. Copyright 1998.
4. Band in a Box, Version 11, User's Guide. PG Music, Inc.
5. Finale Notepad. Windows 98 Version.
6. Alfred's Essentials of Music Theory, 2.0. Windows 98 Version.
7. Teaching Music Technology. Rudolph, GIA Publications, Inc., Chicago. Copyright 1996.
8. Sibelius 2. Finn. Sibelius Software Ltd., Cambridge UK.

Appendix B

Purpose

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts identifies arts education as essential to the development of original ideas, problem solving skills and overall human, social and economic growth. The implementation of Music Technology will benefit students by:

1. Developing skills significant to the future of the music industry with regard to technology
2. Enabling students to create, perform and critique original musical compositions
3. Providing tools to recognize and create these compositions
4. Fostering a universal understanding of musical concepts and styles

Rationale

This curriculum has been developed based on the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

This program encompasses the styles of composition in American music and segues into the History of American Music, the course of study currently being taught at the eighth grade level. This course gives the student a working knowledge of the components of song writing.

The goal of Music Technology is to teach students to create original compositions through instruction and use of appropriate computer programs. Further, this course encourages students to investigate new methods of creating music as a hobby or an avenue of future career possibilities.

WARREN TOWNSHIP SCHOOLS

Art Through Children's Literature

Grade 8 (Cycles 4&5)

Unit: Art Elective
NJCCCS 1.1,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
<p>Create projects (linked to Caldecott Award children's books) that corresponds to the illustrator's style</p> <ol style="list-style-type: none"> 1. Create line drawings with pencil, crayon or marker 2. Create a collage that exhibits two dimensional design 3. Make prints using paint or ink applications 4. Create illustrations by blending combinations of colors 	<p>Art Through Children's Literature Teacher Ideas Press, 1994</p> <p>Selected Caldecott Award Winners 1938 - 2002</p>	<p>Students will demonstrate mastery of skills by completing projects in the various mediums presented</p> <p>Teacher generated skills and assessment checklist</p>
<p>Projects will include, but not be limited to the following:</p> <ol style="list-style-type: none"> 1. Line drawing <ol style="list-style-type: none"> a) After reading <u>Black and White</u> by David Macaulay, students will create a progressive drawing by dividing a paper into four sections, drawing the same picture in each space, then adding subtle changes to each drawing. b) Students will design an organic shape drawing as illustrated in <u>Hey, Al</u> by Richard Egielskiby drawing a picture of how a person would look with the characteristics of a bird. 		

WARREN TOWNSHIP SCHOOLS

Art Through Children's Literature

Grade 8 (Cycles 4&5)

Unit: Art Elective
NJCCCS 1.1,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <ul style="list-style-type: none">c) After reading <u>Tuesday</u> by David Wiesner, students will draw a frog by simplifying its form into basic shapes (circles, triangles etc.)d) Students will design their own stylized illustration modeled after <u>Cinderella, or the Little Glass Slipper</u> by Marcia Brown (for example, they will draw a basic shape of a fruit or vegetable, then transform it into a coach). <p>2. Collage</p> <ul style="list-style-type: none">a) Students will create a collage representing star shapes after reading <u>Arrow to the Sun</u> by Gerald McDermott They will cut strips of paper into small rectangles and squares and glue onto a background. This will represent what is in the artists' mind, not necessarily what actually exists in the world.b) After reading <u>Baboushka and the Three Kings</u> by Ruth Robbins, students will combine geometric shapes to form a figure.c) Students will create a "positive and negative space" collage after reading <u>Black and White</u> by David Macaulay.		

WARREN TOWNSHIP SCHOOLS

Art Through Children's Literature

Grade 8 (Cycles 4&5)

Unit: Art Elective
NJCCCS 1.1,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>d) Students will create a collage showing pattern (repetition of shape to show order) and Chaos (placement of objects in an unorganized manner) after reading <u>Fables</u> by Arnold Lobel.</p> <p>3. Printing</p> <p>a) Students will create a cardboard print after reading <u>Finders Keepers</u> By Will Lipkind. Students will cut a shape from cardboard, coat with paint and transfer to a piece of paper.</p> <p>b) After selecting an animal from <u>Once a Mouse</u> retold by Marcia Brown, students will create a print using the rubbing method by placing a piece of paper over a shape cut from heavy paper and rubbing with the side of a crayon to transfer the image.</p> <p>c) After reading <u>The Snowy Day</u> by Ezra Jack Keats, students will handcraft snowflake stamps made from cardboard and paper and make prints using their snowflake designs.</p>		

WARREN TOWNSHIP SCHOOLS

Art Through Children's Literature

Grade 8 (Cycles 4&5)

Unit: Art Elective
NJCCCS 1.1,1.3,1.4

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>4.Color Mixing</p> <p>a) Students will create an illustration using the art concept of monochromatic color. After reading <u>Arrow to the Sun</u> by Gerald McDermott, students will paint a design using light and dark shades of a single color.</p> <p>b) Students will illustrate how a fish looks under the sea by using shades of green plus black and white after reading <u>The Little Island</u> by Leonard Wiesgard.</p> <p>c) Students will create a tint by adding white to red and drawing an illustration of flowers with pencil and adding color using tints of red as seen in <u>Songs of Swallows</u> by Leo Politli.</p>		

Purpose This course will provide students with design lessons that combine art with children's literature. Students will have the opportunity to create artwork similar to the illustrator.

Rationale Every Student can identify with and/or recall a book from their childhood. Using this concept as motivation, Art Through Children's Literature will incorporate art elements such as line, shape, space value and texture into their work.

Appendix A – Resources
See above

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Computer-Aided Design

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Introduction to CAD) -learn about the background of CAD. -learn how CAD is used today. -be introduced to the software package AutoSketch. -learn the basic steps necessary to use AutoSketch.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, the Module Guide, the Technology textbook, the drafting kit, and graph paper.	Complete exercise(s). Activities completed successfully. Achieve a score of 80% or higher on lesson Quiz.
(AutoSketch) -gain an understanding of axes, grids and coordinates. -learn more about the software program AutoSketch.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, the Module Guide, the Technology textbook, the drafting kit, and graph paper.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(AutoSketch Features) -practice creating precise drawings by using the tools provided in AutoSketch. -use the features AutoSketch provides to copy, move, and erase drawings. -type text in AutoSketch	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, the Module Guide, the Technology textbook, the drafting kit, and graph paper.	-creating precise drawings by using the tools provided in AutoSketch. -use AutoSketch to copy, move, and erase drawings. -type text in AutoSketch Achieve a score of 80% or higher on lesson Quiz.
(Basic Drawing Tools) -draw a basic scene by using the tools in AutoSketch. -continue to learn the tools and features in AutoSketch.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, and the Module Guide.	-draw a basic scene by using the tools in AutoSketch. Achieve a score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Computer Aided Design

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Creating a Technical Drawing) -create a technical drawing. -learn that technical drawings require precise starting points. -learn how to accurately measure the drawing you create. -learn how to draw to scale. -learn how to add a title or a border to your drawings.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, and the Module Guide.	-create a technical drawing. -accurately measure the drawing -draw to scale. -add a title or a border to your drawings.
(Using CAD) -draw another technical drawing by using the tools in AutoSketch. -design your own item to be manufactured.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, and the Module Guide, a drafting kit, and graph paper.	-draw another technical drawing by using the tools in AutoSketch. -design your own item to be manufactured.
(Printing and Plotting Drawings) -learn how to produce a paper printout of the drawing you created. -learn about the printer options.	These objectives are accomplished by using the computer multimedia presentation, AutoSketch, and the Module Guide, and the printer.	-produce a paper printout of the drawing you created.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Space & Rocketry

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(The History of Space Studies) -learn about the early astronomers; people who study the stars and another heavenly bodies. -analyze some well known theories that tried to explain the movements in the heavens and Earth's place in it all.	These objectives are accomplished by using the computer multimedia presentation and Module Guide.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(Early Space Exploration) -explore the history of rockets. -study early space missions. -begin building a model rocket.	These objectives are accomplished by using the computer multimedia presentation, Module Guide and a rocket kit.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(The Space Shuttle) -look at some background information about the space shuttle program. -explore space with Deep Space Explorer. -learn about some shuttle missions. -continue building a model rocket.	These objectives are accomplished by using the computer multimedia presentation, Module Guide and Deep Space Explorer.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(Living and Working in Space) -learn about space stations. -discover how humans live and work in space for extended periods of time. -continue to work on your model rocket.	These objectives are accomplished by using the computer multimedia presentation, Module Guide, The Deep Space Explorer, and a rocket kit.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(Our Solar System) -learn about the sun. -study the planets in our solar system.	These objectives are accomplished by using the computer multimedia presentation, Module Guide and the Deep Space Explorer.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(From Space Colonies to Deep Space) -look at the possibilities of space colonies yet to be developed. -learn about the stars beyond our solar system.	These objectives are accomplished by using the computer multimedia presentation, Module Guide, a rocket, and the Deep Space Explorer.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(Space Spin-Offs) -learn about some benefits of space study that can be enjoyed on Earth. -make final preparations for launching their model rocket. -launch their rocket.	These objectives are accomplished by using the computer multimedia presentation, and the Countdown and Launch Guide packet.	Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Automation & Robotics

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(The Ancestry of the Robot Arm) -get a brief history of robots. -be introduced to the basic components of a robot. -learn about Lab-Volt Robot Arm.	These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Robot Arm.	Activities completed successfully. Complete exercise(s). Achieve a score of 80% or higher on lesson Quiz.
(Creating a Program) -learn the menus of the Teach Pendant. -create and store a program. -run a stored program. -learn to edit a program.	These objectives are accomplished by using the computer multimedia presentation, your Technology textbook, the Lab-Volt Robot Arm, two 2 by 2 by ½” blocks, and two ¾” by 2 ½” cylinders.	The menus of the Teach Pendant. -create and store a program. -run a stored program. -learn to edit a program. Achieve a score of 80% or higher on lesson Quiz.
(Avoiding Obstacles) -learn how to move the robot in its work envelope. -program the robot to avoid obstacles.	These objectives are accomplished by using the computer multimedia presentation, your Technology textbook, the Lab-Volt Robot Arm, three 2 by 2 by ½” blocks, two or three sheets of paper and a ruler.	- move the robot in its work envelope. -program the robot to avoid obstacles.
(Changing Speeds) -learn how to change speeds for accuracy and timing. -learn why to change speeds for different operations.	These objectives are accomplished by using the computer multimedia presentation, your Technology textbook, the Lab-Volt Robot Arm, two empty film canisters, and two ¾” by 2 ½” cylinders.	Exercise(s) 100% Correct. -change speeds for accuracy and timing. -change speeds for different operations. Lesson Quiz Score of 80% or higher.
(Working in Sync) -define wait points. -create a program with wait points that allow other operations to run.	These objectives are accomplished by using the computer multimedia presentation, the Lab-Volt Robot Arm, two film canisters, a sheet of paper, a metal canister, a ¾” by 2 ½” cylinder, and a 2 x 2 x ½” block.	Exercise(s) 100% Correct. -define wait points. -create a program with wait points that allow other operations to run.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Automation & Robotics

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>(Capabilities and Limitations)</p> <ul style="list-style-type: none"> -discover some of the advantages and limitations of using robots in industry. -create a program using a complete robotics system. 	<p>These objectives are accomplished by using the computer multimedia presentation, two 2x2x1/2" blocks, one gravity feeder, and the Lab-Volt Robot Arm.</p>	<p>Learner will be able to successfully:</p> <p>Activities completed successfully. Lesson Quiz Score of 80% or higher.</p>
<p>(The Future of Robotics)</p> <ul style="list-style-type: none"> -learn how to apply a simple formula for justifying the cost of switching to a robotics system. -be able to define the role of automation and robotics in today's society. 	<p>These objectives are accomplished by using the computer multimedia presentation, and the Lab-Volt Robot Arm.</p>	<p>Activities completed successfully.</p>

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Fiber Optics & Lasers

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Morse Code Transmission) -demonstrate the exchange of information by transmitting and receiving coded messages over a fiber optic link. -learn the importance of using codes, such as Morse code to convey information	These objectives are accomplished by using the computer multimedia presentation, note paper, and the Fiber Optics and Lasers Trainer.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Data Transmission) -demonstrate the exchange of information by transmitting and receiving digital data over a fiber optic link. -learn the importance of using codes to convey information between computers and other digital equipment.	These objectives are accomplished by using the computer multimedia presentation, and the Fiber Optics and Lasers Trainer.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Voice Transmission) -demonstrate the exchange of information by transmitting and receiving voice messages both over a fiber optic link and over a laser beam. -learn the importance of using light to transmit and receive human speech.	These objectives are accomplished by using the computer multimedia presentation, the Fiber Optics and Lasers Trainer, and the Clear Modulated Laser with Voice Transmission Package.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Radio Transmission) -demonstrate the exchange of information by re-transmitting and receiving radio signals such as music and voice over a fiber optic link and over a laser beam link. -learn that any audio source can be transmitted by using light with fiber optic technology.	These objectives are accomplished by using the computer multimedia presentation, the Fiber Optics and Lasers Trainer, and the Clear Modulated Laser with Voice Transmission Package.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Fiber Optics & Lasers

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Fundamentals of Optics) -learn the answer to the question, “What is light?” -determine the differences between reflection and refraction. -explore the properties of the color spectrum and rainbows. -gain an understanding of how light behaves in fiber optics and lasers.	These objectives are accomplished by using the computer multimedia presentation, the Fiber Optics and Lasers Trainer.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Laser light) -learn the characteristics of laser light. -learn to distinguish the differences between laser light and ordinary light by using simple household items. -recognize the importance of laser light’s unique properties, which allow it to be used in many diverse applications.	These objectives are accomplished by using the computer multimedia presentation, the Fiber Optics and Lasers Trainer, straws, a cup, and a rubber band.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Lasers) -learn how lasers work. -be able to identify a laser’s parts. -recognize many of the everyday uses of lasers in our society.	These objectives are accomplished by using the computer multimedia presentation, your Technology textbook, the Clear Modulated Laser, the Optical Fiber Theory Set, and two adjustable mirrors.	Explain how lasers work. Will be able to identify a laser’s parts. Can recognize many of the everyday uses of lasers in our society.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Flight Simulation

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Aviation) -find out the role of air transportation in today’s society. -learn about the parts of a plane. -discover how airplane pilots use a flight simulator to sharpen their skills.	These objectives are accomplished by using the computer multimedia presentation, the Microsoft Flight Simulator program, and the Module Guide.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Controls and Instruments) -become familiar with the flight controls and the instrument panel. -start building a model aircraft. -experience the thrill of flying and understand what flying skills you have to master.	These objectives are accomplished by using the computer multimedia presentation, the White Wings paper airplane kit, scissors, a ruler, the Microsoft Flight Simulator program, and the Module Guide.	Exercise(s) 100% Correct. Lesson Quiz Score of 80% or higher.
(Taxiing) -continue building a model aircraft. -develop airplane taxiing skills.	These objectives are accomplished by using the computer multimedia presentation, the White Wings paper airplane kit, scissors, a ruler, glue, binder clips, tweezers, straight pins, the Microsoft Flight Simulator program, and the Module Guide.	Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Takeoff) -complete your model aircraft. -practice takeoffs with the flight simulator.	These objectives are accomplished by using the computer multimedia presentation, the White Wings paper airplane kit, scissors, a ruler, glue, binder clips, tweezers, straight pins, the Microsoft Flight Simulator program, and the Module Guide.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.
(Flying) -perform a flight test on your paper aircraft. -practice straight and level flight. -develop skills to change the flight direction of the airplane.	These objectives are accomplished by using the computer multimedia presentation, the White Wings paper airplane kit, scissors, a ruler, glue, binder clips, tweezers, straight pins, the Microsoft Flight Simulator program, and the Module Guide.	Lesson Quiz Score of 80% or higher.

WARREN TOWNSHIP SCHOOLS

Grade 8 – CAD, Earthquake Towers, and Rockets

Unit: Flight Simulation

NJCCCS: 8.1.8 B (8, 9, 10); 8.2.8 A-C

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		Learner will be able to successfully:
(Landing) -practice landing an airplane.	These objectives are accomplished by using the computer multimedia presentation, the Microsoft Flight Simulator program, and the Module Guide.	Exercise(s) 100% Correct. Activities completed successfully.
(Solo Flight and Licenses) -take a solo flight.	These objectives are accomplished by using the computer multimedia presentation, the Microsoft Flight Simulator program, and the Module Guide.	Exercise(s) 100% Correct. Activities completed successfully. Lesson Quiz Score of 80% or higher.

Resources

Appendix A

1. LabVolt Modular Software
2. LabVolt Modular Software Guide Books
3. Technology Teacher's Resource Guide
Written by John D. Hickey Glencoe
Published by McGraw-Hill New York, NY

WARREN TOWNSHIP SCHOOLS

Grade 8

Creating Art

Unit: 1 Clay Wizards

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1.2 Understand and communicate about the elements and principles of design.	Teacher Modeling, Student Practice	Student generated projects
1.1.3 Demonstrate proper use of techniques in the creation of visual arts.	Art Education Videos, Student Project Examples	Teacher Observation, Cooperative learning

WARREN TOWNSHIP SCHOOLS

Grade 8

Creating Art

Unit:2 Watercolors

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.3.2 Create works of art appropriate to students' developmental level 1.1.2 Understand art elements in relation to composition	Teacher Modeling, Student Practice	Teacher Observation
1.4.2 Orally critique their own work and other's work.	Instructional posters, Cooperative Learning	Student Generated Projects

WARREN TOWNSHIP SCHOOLS

Grade 8

Creating Art

Unit:3 Pastel Portraits NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1.2 Understand and communicate about the elements and principles of design. 1.1.3 Communicate about aesthetic qualities	Teacher modeling, Student Practice	Teacher Observation, Student Self-Evaluation
1.5 Identify historical influences	Educational Videos	Student Generated Projects

WARREN TOWNSHIP SCHOOLS

Grade 8

Creating Art

Unit 4 Weavings NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to: 1.3 Identify design problems in structure 1.4.2 Contribute positive critique solutions	Art Educational Videos, Cooperative Learning	Student Generated Projects
1.2.3 Demonstrate technical skill appropriate to grade level	Teacher Modeling, Student Project Examples	Teacher Observation

Sandella Healey

8th Grade

Creating Art

Unit 1 Clay Wizards

Unit 2 Watercolors

Unit 3 Pastel Portraits

Unit 4 Weavings

Purpose

The purpose of this course is to develop the students' ability to be creative and inventive decision makers while fostering an appreciation of the arts.

Rationale

This course will develop a wide range of skills that the student can integrate into real life situations. It will emphasize visual arts education as a key to understanding the arts as products of social, cultural, and intellectual trends.

WARREN TOWNSHIP SCHOOLS
Drama Elective
Grade 8

Unit: Acting Basics
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Understand the stage and basic body positions used by an actor on stage	<u>Everything About Theatre</u> www.byu.edu/tma/arts-ed/units/stagunit.htm	Teacher Observation
1.3 Understand terminology used on stage by going over the basic drama/stage vocabulary	<u>Everything About Theatre</u> Theatre Arts 1	Quiz
1.2, 1.3 Show through gestures various emotions	<u>Amateur Actor</u> , p. 54	Teacher Observation
1.2 , 1.3 Move, cross and sit on stage properly	Teacher Generated	Teacher Observation
1.2 , 1.3 Fall properly on stage	<u>Amateur Actor</u> , p. 56	Teacher Observation Class Discussion
1.2, 1.3 Imitate a Character and build that character	www.byu.edu/tma/arts-ed/units/cdunit.htm	Student Writing in personal notebook Teacher Observation
1.2, 1.3 Demonstrate their ability to change the meaning of the text through emotions by performing a short monologue	www.byu.edu/tma/arts-ed/units/cdunit.htm	Student Written Evaluation Teacher Observation
1.2, 1.3 Demonstrate their ability to create a character by using their created traits in a simple task	www.byu.edu/tma/arts-ed/unit/stagunit.htm	Teacher Observation Student Discussion
1.2, 1.3 Understand how to build a character	Video – Characterization Teacher Generated Materials	Student Discussion and evaluation sheet
1.2, 1.3 Build a character and use this character in an improvisation interacting with others on a given situation	Teacher Resources	Teacher Observation Student comment sheets
1.2, 1.3 Demonstrate their ability to use stage props effectively by incorporating props into a short scene	www.byu.edu/tma/arts-ed/units/stagunit.htm	Teacher Observation Student written Evaluation

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: Commercial Writing and Acting

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Generate a written script for a commercial	Teacher generated Materials	Quiz grade based on Criteria in handouts by teacher Teacher Observation
1.2, 1.3 Sell a product and/or a service with persuasive acting	Teacher generated Materials	Perform commercial for a test grade Teacher Observation
1.4 Critique the script, the acting and the directing of the commercials of the class	Teacher generated Materials	Teacher generated questions and student evaluations

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: Improvisation

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2,1.3 Pantomime being inside something	<u>Theatre Arts 1</u>	Teacher Observation
1.2,, 1.3 Using Improvisation create a given situation with only a short time to confer with other actors	<u>Theatre Games for Young Performers</u>	Teacher Observation
1.2, 1.3 Using improvisation create a situation and a character in one scene and with other performers	<u>Theatre Games for Young Performers</u>	Teacher Observation
1.2, 1.3, 1.4 Create an improvisation scene using 3 unrelated words and two other group members	www.teachersdesk.com/lessons/theater	Teacher Observation Written evaluation
1.2, 1.3, 1.4 Develop a character and perform this character in an improvised interview with another student	<u>Theatre Games for Young Performers</u>	Teacher Observation Student Evaluation Sheets
1.2, 1.3 Perform in a big improvisation of 12 students with a given situation and a given character learning scene focus of give and take	<u>Theatre Arts I</u>	Teacher Observation Student Quiz

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: Oral Interpretation/Storytelling

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Vocally continue a storytelling situation for 30 seconds in front of the class	<u>Theater Games</u> p.91	Teacher Observation Student Observation
1.2, 1.3 Express in storytelling a trait about themselves represented by an object that they bring into class	www.teachersdesk.com/lessons/theater_drama/Days%20one%20through%20fine.htm	Teacher Observation Student Personal Notebooks
1.2, 1.3 Read aloud in a group with expression and vocal inflection, a poem	<u>Theater Arts I</u> , Chapter 6	Teacher Observation Student Questions in personal Notebooks
1.2, 1.3. 1.4 Perform a radio commercial with good vocal techniques	<u>Theater Arts I</u> , Chapter 3	Teacher Assessment Student Critiques
1.2, 1.3 Read through a Radio Drama with realistic vocal characterization	<u>Untitled and Other Radio Dramas</u>	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: Public Speaking

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2,1.3 Give an oral biography to the class.	Teacher generated Form	Teacher Observation Student Written Evaluation Improve upon 1 st draft
1.2,1.3 Deliver an Impromptu Speech	Teacher generated Materials	Teacher Observation Question and Answer
1.2, 1.3 Deliver a “How to....” Speech	Teacher generated Materials	Test Grade Teacher Observation Student written Evaluation
1.4 Critique Other speakers	Teacher generated Materials	Student written evaluation Teacher Observation and written response

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: History of Drama and the Theater

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.5 Learn and understand the Ancient Theater of the Greeks	<u>Everything about Theatre</u>	Teacher prepared Sheet
1.1, 1.2, 1.3 Design a mask similar to the ones used in the Ancient Greek Theatre	Teacher Resources	Teacher Observation Student Evaluation
1.5 Understand Medieval and Renaissance Theatre	<u>Everything About Theatre</u>	Teacher Observation Teacher prepared Sheet
1.2, 1.3, 1.1 Write a plot outline for a morality play	Teacher generated	Teacher Prepared Sheet
1.5 Understand the Renaissance in England and France Drama	<u>Everything About Theatre</u>	Teacher prepared Sheet
1.2, 1.3 Recite a speech from a Shakespeare Play	<u>Everything About Theatre</u>	Teacher Observation Students Evaluation Form
1.5 Understand the Drama history of Romanticism through Realism	<u>Everything About Theatre</u>	Teacher prepared Sheet

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Unit: Scene Acting on Stage

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.2, 1.3 Choose a scene to work on that fits the group chosen to work together	<u>Scenes for Kids</u>	Teacher Observation
1.2, 1.3 Read through the scene and understand the characterization needed by each group member	Teachers guidance and Resources	Teacher Observation
1.2, 1.3 Rehearse the scene with characterization, movement, and staging.	Teacher guidance and Resources	Teacher Observation
1.2, 1.3 Perform the scene in front of an audience and/or camera	Teacher Resources	Teacher generated Form Student Evaluation sheets
1.2, 1.3, 1.4 Learn by viewing and critiquing each performance and also viewing their own performance, the strengths and weaknesses of the performances	Teacher Resources	Teacher generated forms Student Evaluation Sheets

WARREN TOWNSHIP SCHOOLS

Drama Elective

Grade 8

Purpose

The purpose of this course is to give the 8th grade student a drama elective experience by exploring a variety of different aspects of the drama field.

Students will learn the basics of drama through learning and participating in public speaking, impromptu, improvisation, oral interpretation and storytelling, basic acting techniques, learning about the stage and positioning on a stage, vocal readings of radio dramas, commercial script writing, acting and directing and scene acting.

Rationale

This curriculum has been developed based on the fact that this is a chosen elective in the school district and the students have had no previous experience in the drama field in any type of structured coursework in the Warren Township School District.

This program has been created as an elective to give the student a well-rounded exploratory experience in the drama element.

WARREN TOWNSHIP SCHOOLS
Drama Elective - Grade 8

Resources

Everything About Theatre

By Robert L. Lee

Meriwether Publishing Ltd

Improvisations in Creative Drama

By Betty Keller

Meriwether Pub. Ltd

Improvisation Starters

By Phillip Bernardi

Betterway Publications, Inc.

Modern American Scenes for Student Actors

By Wynn Handman

Bantam Books

Scenes for Kids

By Ruth Mae Roddy

Dramaline Publications

The Singing and Acting Handbook

By Thomas di Mallet Burgess and Nicholas Skilbeck

Routledge

The Amateur Actor

By Frances Mackenzie

Theatre Arts Books

Theatre Arts I

By Alan Engelsman & Penny Engelsman

Meriwether Publishing Ltd.

Theatre Games for Young Performers

By Maria C. Novelly

Meriwether Pub. Ltd.

Untitled and Other Radio Dramas

By Norman Corwin

New York: Henry Holfand Company

WARREN TOWNSHIP SCHOOLS

Interior and Fashion Design

Grade 8- Elective Course

Unit: Elements and Principles of Design

Essential Questions: In what ways are Interior Design and Fashion Design similar? How are the factors used when selecting clothing the same or different then factors used to decorate a room?

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to (FCS):		
1.3 (8) D 1- Compare the similarities and differences of Interior Design verses Fashion Design.	Whiteboard Student Portfolio	Student Participation
9.1. (8) A 1- List jobs, occupations and careers in the area of Interior and Fashion Design	.Illustrations from Magazines	Worksheets Participation Teacher observation
9.2 (8) A 1, A2, A3 & 1.3 (8) D 2- Identify the five basic elements of design and the six principles of design.	Clothing samples Ads from JC Penney and other	Class Discussion/ Participation Student Portfolio used in all the following elements and principles
9.2 (8) A 1 Describe how the use of space can create the appearance of small verses large.	Illustrations from magazines	Worksheets Participation
9.2 (8) A 1, 9.2 (8) F1 List the four types of lines used in design. Describe how use of vertical, horizontal, diagonal, and curved lines effect design in clothing and decorating.	Illustrations from magazines	Worksheets Participation
9.2 (8) A 1, 9.2 (8) F1 Describe how texture affects the feel and look of designs.	Illustrations from Magazines	Worksheets Participation
9.2 (8) A 1, 9.2 (8) F1 & 1.3 (8) D 1 Create a color wheel identifying primary, secondary, and tertiary/intermediate colors and the warm and cool colors. Demonstrate different color schemes using the color wheel.	Color Wheels Illustrations from magazines.	Students create their own Color wheel on Paper plate Paint- Red, Yellow and Blue Card stock paper to create a greeting card that uses elements and principles of design. Colored pencils

WARREN TOWNSHIP SCHOOLS
Interior and Fashion Design
Grade 8- Elective Course

Unit: Textiles

Essential Questions: Why would a designer need to have knowledge of fabrics? What are textiles?

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to FCS:		
9.2 (8) A 1 Interpret hang tag, care labels, and fabric information as it applies to care, wear, and suitability.	Student care labels found in personal clothing.	Care Label Worksheet graded
9.2 (8) A 1 List and give examples of natural and synthetic fibers.	Sample fibers, natural cotton boll sample	
9.2 (8) A 1 Recognize various textile fibers, weaves and knits and describe their characteristics and care.	Fabric swatches	Teacher Observation Sewing Bingo
9.2 (8) A 1 Perform textile identification and testing to compare the characteristics of natural versus synthetic fibers. Perform stain removal tests.	Fabric samples, alcohol burner, tweezers, cookie sheet, sandpaper block, bleach, hydrogen peroxide	Teacher observation
9.2 (8) F 1 Demonstrate appropriate safety procedures while testing.		

WARREN TOWNSHIP SCHOOLS
Interior and Fashion Design
Grade 8- Elective Course

Unit: Sewing Techniques and Fabric Construction

Essential Question: How can knowing how to sew help you be a better designer and also be a useful life skill?

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to FCS:		
9.2 (8) A 1, F 1, F2, F3- Recognize names and understand sewing machine parts and use of basic sewing tools	Singer Sewing Machine worksheet (teacher created) / Sewing machines in classroom.	Teacher Observation Quiz on Machine Parts/ tools
9.2 (8) F1 Demonstrate appropriate safety procedures when working with the sewing machines and sharing machines.	Brainstorm safety issues. Teacher story.	Teacher observation
9.2 (8) A 1, F 1, F2, F3 Demonstrate hand sewing techniques used to make simple repairs to a garment. Example: Buttons, and seams.	Needle, thread, scissors and fabric scrap students will sew on button and a sew a straight seam.	Teacher observation and sample stitching
9.2 (8) B 1 Demonstrate skill straight lines, pivots, 5/8” seams on the sewing machine.	Sewing pages. Teacher created. Lines, pivot corners, 5/8” using blank paper.	Paper sewing -Worksheets Teacher graded Test Page
9.2 (8) B 1, 9.2 (8) F1 Demonstrate correct threading, inserting bobbin and winding a bobbin on a sewing machine.	Singer Sewing Machine Thread and Empty Bobbins, Needles	Teacher Evaluation of Threading
9.2 (8) A 1 Create a pattern and sewing design project or select a standard pattern to complete.	Easy Patterns TO SEW	Teacher Evaluation of Project
9.2 (8) C 1, F 1 Complete project of choice using a pattern.	Simple Project Patterns	Teacher evaluation of finished project.

WARREN TOWNSHIP SCHOOLS
Interior and Fashion Design
Grade 8- Elective Course

Unit: Interior Design

Essential Questions: Why do most people feel it is important to decorate their homes? How will drawing a floor plan and creating templates help with room design? How can we use the elements of design when we decorate a room? What are some ways you can decorate your room without spending too much money?

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to FCS:		
LA 3.1F Define various terms used in interior design.	Worksheet	Worksheet-completion
4.2 (7) 2 Draw to scale a floor plan of your bedroom including templates for furniture.	Tape measure, graph paper, scissors	Teacher Evaluation of Room plan
9.2 (8) C4- Create a project board for a room décor of your choice using the principles of design.	Color swatches, fabric samples, furniture and accessory sales brochures, internet stores	Teacher Evaluation of Project
9.2 (8) C4,C5, C6 - Cooperate in a design team to complete selected room makeover project using the principles and elements of design.	Teacher generated recipes –using various kitchen equipment and food from each group.	Teacher Evaluation of completed design project (Rubric)

WARREN TOWNSHIP SCHOOLS
Interior and Fashion Design
Grade 8- Elective Course

Unit: Fashion Design

Essential Questions: What methods do you use when putting together different outfits to wear to school, the mall or a fancy occasion? How will line, shape, space, texture, and color (the elements of design) in clothing work best for you? How do the clothes people wear effect their appearance?

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to FCS:		
9.2 (8) A 1, F 1- Determine your personal colors using color analysis.	Color Analysis Clothes	Class participation
LA 3.1F Define various terms used in clothing and fashion design.	Worksheet	Worksheet-completion
9.2 (8) A 1, 2 Identify and analyze current wardrobe needs for a personal lifestyle. Develop a wardrobe plan using the elements of design.	Current Ads from various department and specialty stores, Internet	Teacher Evaluation
9.2 (8) A 1 Identify and discuss fashions, fads and classic designs.	Actual samples of Clothing from the past decades	Class Discussion
9.2 (8) A 1 Create and present a “professional” fashion presentation incorporating the principles and elements of design.	portfolio, color board, power point, display	Small Group participation Presentation grade Project grade

Resources

Core Curriculum Content Standards

<http://www.state.nj.us/education/aps/cccs/>
State of New Jersey, 2006

Today's Teen

McGraw-Hill, 1997

Creative Living

McGraw-Hill, 1997

Ohio State University Extension Fact Sheet

Consumer Textiles Sciences at
<http://www/Ohioline.osu.edu/hyg-fact/2001>

Cotton Fields

<http://www.hipark.austin.isd.tenet.edu/arc/projects/first/cotton/cotton.html>

Purpose

The Core Curriculum Content Standards established by the New Jersey Department of Education identifies skills important for student success in all content areas. The Interior and Fashion Design elective course serves to enhance all components of the required core curriculum. Through hands on experiences students will also meet the Career and Technical Education and Consumer, Family, and Life skills standards.

The implementation of the Interior and Fashion Design elective will help students:

- Identify and select appropriate fibers, fabrics and weaves in clothing and room decoration
- Apply the elements and principles of design to the decoration and organization of their personal space and clothing.
- Acquire the basic skills necessary to perform common clothing repairs and discover ways to create new items by recycling old items
- Apply skills learned in mathematics, science and language in everyday experiences with clothing and home
- Develop practical “life skills” needed as students become less dependent on parents
- Increase student self-confidence related to domestic, practical and social skills
- Develop time management skills
- Apply teamwork and leadership skills when working in groups
- Identify areas of special interest and assist them in making more informed decisions regarding future career choices.

Rationale

The 8th grade elective course curriculum has been developed based on meeting the Core Curriculum Content Standards established by the New Jersey Department of Education.

This course is designed to provide a special enrichment opportunity for 8th grade students in the area of Family and Consumer Science. The area is referred to as Home Arts and is part of the Unified Arts Electives in Warren Middle School.

Many students have expressed a desire to become Fashion Designers and Interior Decorators. In this course students will realize that Fashion and Interior Designers understand that their designs are much more than protection from the elements. Good designers can make people feel confident or powerful or they can be comforting. Clothing or room design can be an artistic expression--a projection of the image people want the world to see. What people wear and where they live tells us much about a person.

In this course we will lightly cover many of the aspects of Fashion and Interior design. Just as designers students will be responsible for a number of tasks, including researching trends and previous styles and staying current on contemporary styles; knowledge of the elements of design; creating sketches and prototypes; choosing materials; going to fashion shows and home shows; performing business administration tasks such as calculating and comparing costs; and working with design team members. Students will use their own creativity and style as they design and select clothing and decorate rooms. In class discussion, small groups and individually students will be given an opportunity communicate ideas, thoughts and feelings. Their successes and accomplishments will increase self-esteem and edify skills needed to live independently.

Students are encouraged to continue work on these skills at home. Students will be able to build on skills learned in 6th grade during this 8th grade elective.

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Introduction to Art/Literature Model NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to: 3.1-3.5 Discuss and adopt a philosophy to guide the principles and practices of the magazine.	<u>Introduction To Journalism</u> – Chapter 19	Students will agree on philosophy and record in notebooks.
3.1-3.5 Plan for generation of entries.	<u>Introduction To Journalism</u> – Chapter 19	Students will meet as Editorial Board and finalize tally sheet.

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Introduction to Literary Magazine NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.1-3.5 Discuss and finalize guidelines for submission of works.	<u>Introduction To Journalism</u> - Chapter 19	Students will record guidelines in notebook and adhere to them throughout publication process.
3.1 – 3.5 Generate and utilize surveys and other forms of communication to obtain works from the school community at large.	Introduction To Journalism – Chapter 19	Students will compose and utilize surveys, etc. whenever necessary.

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Literary Forms
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.1 -3.5 Compose various forms of poetry for inclusion in the magazine.	<u>Teaching 10 Fabulous Forms of Poetry</u>	Students will compose a representative number of poems for their issue.
3.1 – 3.5 Compose an essay of one or more forms for the purpose of exposition.	<u>Composition and Creative Writing</u>	Students will compose at least one essay for their issue.
3.1 – 3.5 Compose a short story, of personal choice, suitable for publication	<u>Composition and Creative Writing</u>	Students will compose a short story suitable for publication.
3.1 – 3.5 Compose Book or Movie Reviews, Biographical Sketches, or Editorials on subject matter appropriate for a literary magazine.	<u>Composition and Creative Writing</u> <u>The Writer’s Craft</u>	Students will compose one or more Reviews, sketches, or editorials, suitable for publication

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Music and Dance in the Literary Magazine

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.1 – 1.5 Research and report on historical aspects of either music or dance.	<u>How Music Grew</u> Encyclopedia sources Internet/Database sources	Students will produce an essay of exposition, or other appropriate composition on either, or both, subjects.
1.1 -1.5 Student will view and critique/report on student and/or professional performances (either live or on video.)	<u>The Writer's Craft</u>	Students will compose a response, suitable for publication, to any work of music or dance.

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Art and Architecture for the Literary Magazine

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
1.1 – 1.5 Research and report on various art forms, from either a historical or visual perspective.	<u>Inspirations</u> <u>The World of Art</u> <u>Dictionary of the Arts</u> <u>World Art in American Museums</u>	Compose an article of exposition on some aspect of art.
1.1 – 1.5 Explore various forms of art (ex. Painting, sketching, calligraphy, textile or craft.) for possible inclusion in magazine.	<u>The World of Art</u> <u>Calligraphy School</u> <u>World Cultures Through Art Activities</u>	Attempt an art or craft form for scanning or photographing, as an entry into their issue.
1.1 -1.5 Research and report on various forms of architecture, from both a historic and modern perspective.	<u>Architecture of the Western World</u> Encyclopedia sources Internet/Database sources	Students will compose an entry, suitable for publication, on some aspect of architecture.
1.1 – 1.5 Design/draw an example of an existing architectural form, or create one.	<u>Architecture of the Western World</u> Encyclopedia sources Internet/Database sources	Students will submit drawings for possible publication.

WARREN TOWNSHIP SCHOOLS

Literary Magazine

Grade 8

Unit: Technology/Final Product
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
8.1,8.2 Utilize software for word processing, desktop publishing, and scanning.	Microsoft Word Microsoft Publisher ScanWise	Students will demonstrate proficiency with software both through teacher observation and production on page of issue.
8.1, 8.2 Utilize digital camera for use in photographing art, performing art or individuals pertinent to entry.	Sony Mavica Digital Camera 3 ½ Floppy Disk	Students will demonstrate ability to use camera effectively both through teacher observation and score on quiz (manual.)
8.1, 8.2 Utilize scanner to copy and/or import graphics or documents to appropriate page of magazine.	Scanner ScanWise software	Students will produce scanned image or import same into appropriate page where necessary.
8.1, 8.2 Utilize Intuos 2 Tablet for the purpose of creating computer-generated art, to include use of airbrush tool.	Intuos 2 Tablet Airbrush	Students will create at least one original work of art using the tablet, for possible submission to magazine.
3.1 -3.5, 8.1,8.2 Format all pages according to standard set by Editorial Board.	Microsoft Publisher Microsoft Word ScanWise Dedicated Drive on Novel Server	Student and Teacher final edit of every page.
8.1,8.2 Publish hard copy of each page and store same pages electronically, on designated drive.	Microsoft Publisher Printer Drive/Novel Server	Students and teacher will critique final copy. Student grade based on notebook, contribution to issue,

RESOURCES

Introduction To Journalism - Reque, Tantillo, Babb, McIntosh, and Denham
McDougal-Littell, Evanston, IL:2001

Teaching Fabulous Forms of Poetry – Paul Janeczko
Scholastic Professional Books, New York: 2000

Composition and Creative Writing – Imogene Forte and Joy MacKenzie
Incentive Publications, Nashville, TN: 1991

Oxford Companion to the English Language – Tom McArthur,ed.
Oxford University Press, New York, 1992

Guide to English Literature – Marion Wynne-Davies, ed.
Prentice Hall, New York: 1990

The Writer's Craft – consultants
McDougal-Littell, Boston: 1998

Literary America – Scherman and Redlich
Dodd, Mead and Co., New York:1952

Ultimate Encyclopedia of Mythology – Cotterell and Storm
Anness Publishing Ltd., China: 1999

New College Encyclopedia of Music – Westrup and Harrison
Norton and Co., New York: 1976

How Music Grew – Bauer and Peyser
Putnam's Sons, New York:1939

Dictionary of the Arts - Contributors
Helicon Publishing Ltd., New York: 1994

Inspirations – Leslie Sills
Whitman and Co., Niles,IL: 1989

The World of Art – Sandra Forty
Sterling Publishing, Inc.,New York: 1998

RESOURCES (con't)

Invitation To Vision – Earl Linderman
Wm. Brown Publishers, Dubuque, IW:1967

World Cultures Through Art – Dindy Robinson
Teachers Ideas Press, Englewood, CO:1996

Calligraphy School – Goffe and Ravenscroft
The Reader's Digest Association, Inc., Pleasantville, NY:1994

Techniques of the Great Masters of Art – Contributors
Quarto Publishing, London: 2002

Architecture of the Western World – Michael Raeburn, ed.
Crescent Books, New York:1980

World Art in American Museums – Richard McLanathan
Anchor Press, Garden City, NY: 1983

Warren Township Schools
 Computer Science Curriculum
 Objectives - Multimedia
 Grade 8 - Elective

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENT
Technological Literacy			
	Objective	Resources	Assessment
	Managing Files & Windows		
8.1.8 A (8)	[R] Create, find, open, save, and close a presentation	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Preview and display a presentation	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Identify and demonstrate functions of menu/button bars	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Identify and demonstrate functions of tool options	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Arrange and view windows, cards, stacks, and/or slides of presentation	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
	Incorporating Word Processing Skills		
8.1.8 A (8)	[R]Import/add a text block	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Change font, size, attribute, and color of text	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Align text in a presentation.	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric

Warren Township Schools

Computer Science Curriculum

Objectives - Multimedia

Grade 8 - Elective

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENT
Technological Literacy			
	Objective	Resources	Assessment
	Incorporating Desktop Publishing Skills		
8.1.8 A (8)	[R]Import/add a background	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Add a border	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Add/import text and adjust its appearance	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Use paint/draw tools to create graphics or enhance design elements	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Import graphics with proper file formats	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	Incorporating Audio/Visual Effects	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Add buttons and/or transitions and select attributes	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Create linear links	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Create non-linear links.	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Add hyperlinks	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Import, add, or record sound effects	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Add background music	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Import or add animation	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric
8.1.8 A (8)	[R]Create a cell animation	Hyperstudio 4.5	Teacher Observation and project evaluation using rubric

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: The Role of Journalism NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4,3.5 Identify and represent three journalistic models	Introduction To Journalism - Pages 8 and 9	Chart
3.2,3.3 Listen and respond to oral reading on subject “ Who Journalists Work For.”	The Elements of Journalism - Pages 15-35	Explanation - Notebook
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism – Chapter 1	Index Section - Notebook
3.2,3.3,3.4 Define the role of journalism in society.	<u>Introduction To Journalism</u> – Chapter 11	Summary – Notebook
3.2, 3.3,3.4 Explain the “awareness instinct” in humans.	<u>The Elements of Journalism</u> - Introduction	Paragraph - Notebook
3.1,3.2,3.3,3.4 Determine the role of the Warren Middle School newspaper, through analysis of text.	Introduction To Journalism – Chapter 1	Summary - Notebook
3.1,3.2,3.3 Specify priorities for WMS newspaper.	Introduction To Journalism – pages 4-6	Panel Discussion To Produce Policy

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: The News and Its Responsibilities NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Define types of news and explain qualities of each	Introduction To Journalism – Chapter 3, pages 33-36	Paragraph - Notebook
3.1,3.2,3.3,3.4 Define and discuss systems of generating news stories	Introduction To Journalism – Chapter 3, pages 37-42	Notes for Panel Discussion
3.1,3.2,3.3,3.4 Define and identify “libel” and explain how to avoid it.	Introduction To Journalism – Chapter 2, pages 14-32	5 Paragraph Essay compiled by group
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism – Chapter 2	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: Features In News Reporting NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Identify and represent types of features.	Introduction To Journalism – Chapter 10, pages 178-189	Chart – Notebook
3.3,3.4 Select and compose appropriate type of feature as personal choice for WMS newspaper	Introduction To Journalism – Chapter 10, pages 190-194	Article for WMS Newspaper
3.3,3.4 Analyze elements of an Art and Leisure Feature.	In The News – Sections 5 and 6	Article for WMS Newspaper
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism –Chapter 10	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: Sports In News Reporting NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.1,3.2,3.3,3.4 Interview a sports figure for information leading to feature article in Sports Section of WMS Newspaper.	Introduction To Journalism – Chapter 5	Questions and answers in notebook
3.3,3.4 Analyze a sports feature,	In The News – Section 7	Answer “ Getting the Message”
3.1,3.2,3.4 Cooperate to decide what additional sports features should be contained in WMS Newspaper.	Introduction To Journalism – Chapter 13	Panel Discussion
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism – Chapter 13	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: Photojournalism NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Define photojournalism and identify elements of effective pictures.	Introduction To Journalism – Chapter 14	List of Elements - Notebook
3.3,3.4,3.5 Represent the history of photography in news reporting.	Introduction To Journalism – Chapter 14, pages 248 and 249	Produce time of photography in journalism using TimeLiner 4.0 Software
3.5 Capture students, staff and scenes of school life for potential use in WMS Newspaper, using 35mm or digital photography.	Introduction to Journalism – Chapter 14	Portfolio of photos
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism – Chapter 14	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: Broadcast Journalism NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Summarize the differences between printed and radio news.	Introduction To Journalism – Chapter 20, page 371 -377	Summary - Notebook
3.1, 3.3,3.4,3.5 Describe the job opportunities available in TV Journalism.	Introduction To Journalism – Chapter 20, pages 375-377	Powerpoint Presentation
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism – Chapter 20	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: Editorials NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Identify four types of editorials,	Introduction To Journalism – Chapter 11, pages 196-213	Semantic Web Depicting Types - Notebook
3.1,3.2 Cooperate to discuss and decide editorial policy of WMS Newspaper.	Introduction To Journalism – Chapter 11	Panel Discussion
3.3,3.4 Cooperate to compose staff editorial.	Introduction To Journalism pages 205-207	Final Product – Editorial for WMS Newspaper
3.3,3.4 Compile a vocabulary notebook of journalism terminology.	Introduction To Journalism	Index Section - Notebook

WARREN TOWNSHIP SCHOOLS

Newspaper Grade 8

Unit: The School Newspaper NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
The learner will be able to:		
3.3,3.4 Compose and copy edit articles for the WMS Newspaper.	Introduction To Journalism – Chapter 16, pages 288-304	Final Draft – Notebook
3.3,3.4 Compose and co-edit one feature for the WMS Newspaper.	Introduction To Journalism – Chapter 16, pages 288-304	Final Draft - Notebook
3.5 Utilize technology to contribute to publication to WMS Newspaper.	Introduction To Journalism – Chapter 17, pages 327-335	Microsoft Publisher Software To Compile WMS Newspaper

WARREN TOWNSHIP SCHOOLS

Newspaper Grade Eight

Purpose

The New Jersey Core Curriculum Standards were established by the New Jersey Department of Education for student success in academic areas. The implementation of the Journalism course will benefit students in the area of Language Arts Literacy by:

- Fostering student understanding of the concept of human “Awareness Instinct” in their school, as well as locally, nationally and globally.
- Increasing student awareness of the function of news reporting.
- Raising student appreciation for the importance of news reporting to people within all cultures, but especially for those people governed by a democracy.
- Helping students grasp the myriad aspects comprising journalism.
- Developing student awareness of the powers, rights and responsibilities of the press.
- Utilizing cooperation among students to achieve the common purpose of producing a school newspaper.
- Increasing student awareness of the contrasts among types of reporting.
- Increasing student appreciation for the power of both the printed and spoken word.
- Increasing student awareness of the role of technology in the production of the modern newspaper.
- Increasing student use of technology within the educational environment.
- Broadening student vocabulary base by including the nomenclature of journalism.

Rationale

The cycle course Journalism has been developed based on the New Jersey Core Curriculum Standards for Language Arts Literacy.

This program was created to help students realize the impact of printed or spoken news on individuals within their immediate society, and within society at large. Students will gain an appreciation for the local, national and global significance of all forms of news reporting. They will examine the processes encompassed by news reporting, as well as the responsibilities. The students will cooperate to utilize newly acquired knowledge and skills to produce a school newspaper. They will realize the heightened role of technology in the process of news reporting. Students will gain an understanding of the importance of journalism to citizens of a democracy, thereby understanding the role of dissemination of information to that form of government.

WARREN TOWNSHIP SCHOOLS
NJ ASK Prep (Cycles 1,2,3)
Grade 8

Unit: NJ ASK Prep Elective
NJCCCS 3.1 A,C,F,G

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>3.1 A, C, F, G</p> <ol style="list-style-type: none"> 1. Read a narrative or persuasive text to identify: <ol style="list-style-type: none"> a) themes and central ideas b) supporting details c) vocabulary in context and use to clarify meaning d) text organization, chronological, cause and effect e) author's purpose f) literacy forms and literary devices 2. Distinguish fact from opinion 3. Make judgments and draw conclusions 4. Make predictions 5. Extrapolate information and follow directions 	<p>The NJ GEPA Reading Coach: Language Arts Literacy Educational Design,2003</p> <p>Reading and Critical Thinking Book 2 Educational Design,2003</p> <p>Building Comprehension During Independent Reading Scholastic, 2003</p> <p>Stretching Students' Vocabulary Scholastic, 2003</p> <p>Test Smart, Reading Grade 8 Weiser Educational, 2003</p> <p>Test Preparation Grade 8 Weiser Educational, 2003</p> <p>Improving Comprehension With Think Aloud Strategies Scholastic, 2003</p>	<p>Students will demonstrate mastery by completing a teacher generated task and skills assessment check list to be graded in class</p>

WARREN TOWNSHIP SCHOOLS

NJ ASK (Cycles 1,2,3)

Grade 8

Unit: NJ ASK Prep Elective

NJCCCS 3.1 A,C,F,G

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>3.2 A, B, C 2, 3, 4, 5, 9, 10, 11</p> <ol style="list-style-type: none"> 1. Create and write a 5 paragraph narrative essay using a picture prompt 2. Write a 5 paragraph persuasive essay presenting evidence, examples and justification to support arguments. 3. Write a short essay answer (1-2 paragraphs) for open ended questions after reading the narrative and persuasive selections. 4. Revise and edit before writing final copy. 5. Demonstrate understanding of scoring rubric. 	<p>Helping Students Write To A Prompt Scholastic, 2003</p> <p>GEPA Test Rehearsal Language Arts Literacy: The Practice Test Series for New Jersey The Learning Consortium, Ltd., 2002</p> <p>Writing! Weekly Reader Corp., 2003</p> <p>GEPA Prep/Language Arts Literacy Queue, Inc., 2002</p> <p>Constructing Responses to Open-Ended Questions Educational Design, 2003</p> <p>16 Writing Lessons to Prepare Students for State Assessment Scholastic, 2003</p>	<p>Scored Essay using</p> <ol style="list-style-type: none"> 1. NJ Registered Holistic Scoring Rubric (NJ State Department of Education) 2. Revising/Editing Scoring Guide (NJ State Department of Education) 3. Teacher generated assignment checklist.

WARREN TOWNSHIP SCHOOLS
NJ ASK (Cycles 1,2,3)
Grade 8

Unit: NJ ASK Prep Elective
NJCCCS 3.1 A,C,F,G

OBJECTIVES	RESOURCES	ASSESSMENTS
<p>The learner will be able to:</p> <p>4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14</p> <ol style="list-style-type: none"> 1. Perform standard numerical operations and estimations on all types of numbers in various ways. 2. Develop spatial sense and apply geometric properties, relationships and measurements to various problems. 3. Make judgments and solve problems related to probability, statistics and discrete mathematics. 4. <ol style="list-style-type: none"> a. recognize and analyze relationships among variable quantities. b. solve problems involving functions, patterns, algebraic concepts and processes. 	<p>Question Quest: Level B, C, D L.L Teach Inc., 2002</p> <p>GEPA Success in Mathematics Steck-Vaughn Company, 2000</p> <p>The New Jersey GEPA Mathematics Coach Educational Design, 2003</p>	<ol style="list-style-type: none"> 1. 4-Point Scoring Rubric for each of the 4 areas of the mathematic skills practice. 2. Students will demonstrate mastery of skills by completing teacher-generated tasks and assessment checklist to be completed in class.

Purpose

The purpose of the NJ ASK Prep elective course is to give students the opportunity to practice their test taking skills and to familiarize themselves with the test format.

Rationale

This course is designed to continue the high standards of performance that Warren Township Middle School has consistently achieved.

Appendix A – Resources

See above

Warren Township Schools
 Computer Science Curriculum
 Objectives - Photoshop and Web Development
 Grade 8 - Elective

NJCCCS	Objectives	Resources	Assessment
Technological Literacy	The Learner will be able to:		
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create, save, open close and publish a web page	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[R]Identify the functions of the standard, formatting and drawing toolbars	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Identify the functions of the view bar	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Identify the functions of the Folder List	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Recognize basic HTML code	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Identify the Normal, HTML and Preview modes	FrontPage	Teacher Observation
	Set Up a Document		
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Modify page properties	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Format background and color schemes	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Increase or decrease margins	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Change color styles	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create a navigational structure that is easy to navigate	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert the navigational structure as a page component	FrontPage	Published Web
	Formatting Data		
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Change the size of the text	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert text	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Recognize hexadecimal numbers	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert titles	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Change the font type of the text	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Align the text right, center, or left	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert a bulleted or numbered list	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert a horizontal line	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create a hyperlink to an internal file	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create a hyperlink to an external file on the web	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create a hyperlink to an e-mail address	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] To verify hyperlinks using FrontPage reports	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] To edit hyperlinks	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert and format pictures	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] format pictures as links	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create rollovers using DHTML	FrontPage	Published Web
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert page components	FrontPage	Teacher Observation

Warren Township Schools
 Computer Science Curriculum
 Objectives - Photoshop and Web Development
 Grade 8 - Elective

	Working with tables		
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert a table	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Align objects with in a table	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Align objects with in a cell	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Modify table width, height, border, color and background	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Modify cell padding and spacing	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Split cells	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Merge cells	FrontPage	Teacher Observation
	Page Enhancement		
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Insert a hit counter component	FrontPage	Teacher Observation
8.1.8 A (5, 8, 10) & 8.1.8 B (8,10)	[I] Create a polygonal Hotspot	FrontPage	Published Web

WARREN TOWNSHIP SCHOOLS

Roots of Rock

Grade 8

Unit 1: Introduction: Twentieth Century Music NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1, 1.5 Distinguish the characteristics of Impressionistic music	<u>Silver Burdett 8</u> – pages 194-195 CD – <i>Debussy's Greatest Music</i> Pictures of Impressionistic art (Monet)	Quiz In-class project
1.1., 1.5. Identify atonal 20 th Century music	<u>Silver Burdett 8</u> – pages 196-199 CD - <i>Rite of Spring</i> (Stravinsky) <i>Music of Arnold Schoenberg</i>	Create original tone rows Assessment: What Do You Hear 12 – Styles (SB 8, page 201b)
1.1, 1.5 Identify tonal electronic music of the 20 th Century	<u>Silver Burdett 8</u> – pages 200-201 Original electronically generated score	Quiz

WARREN TOWNSHIP SCHOOLS

Roots of Rock

Grade 8

Unit 2: Early Roots of American Music

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1, 1.2, 1.3, 1.4., 1.5 Create a blues song	Lesson Plan – Music of the Slaves – The Blues Various CDs Silver Burdett 8 – page 326 CD 3, 22 CD 11, 16 Video – Tryin’ to Get Home: A History of African American Song	Question and answer Student handout – Structure of the Blues Individual blues songs
1.1, 1.5 Recognize the form and sound of Ragtime music; compare Ragtime with the blues	Lesson Plan – Ragtime Various CDs Video	Question and answer
1.1., 1.5 Distinguish among the five styles of Jazz music	Lesson Plan - Jazz Various CDs Video	Quiz Test on the Blues and Jazz

WARREN TOWNSHIP SCHOOLS

Roots of Rock

Grade 8

Unit 3: Rhythm and Blues, Rock and Roll NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1, 1.5 Identify the social and musical trends which led to rock and roll	Lesson Plan – Rhythm and Blues <u>Rock It</u> – Chapter 10 Various CDs Time Life Video	Crossword puzzle Question and Answer Student handout
1.1, 1.5 Recognize the music and influence of Elvis Presley	Lesson Plan – Elvis Presley Various CDs Time Life Video Visuals (records, books)	In class project Question and Answer Puzzles
1.1, 1.4., 1.5 Understand the influence of Elvis Presley on Rock and Roll	Lesson Plan – The Fifties Various CDs Visuals (45 RPM recordings)	Question and Answer Quiz

WARREN TOWNSHIP SCHOOLS

Roots of Rock

Grade 8

Unit 4: The Sixties NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1, 1.4, 1.5 Recognize the 'signature sounds' of the 1960's; draw comparisons between the 1950's and 1960's styles in rock music	<u>Rock It</u> – Chapter 11 Lesson Plan – The 1960's Various CDs Time Life Video	Question and answer Student handout
1.1, 1.5 Discuss the contributions of The Beatles to American rock	Lesson Plan – The Beatles Visuals Various CDs Time Life Video	Question and answer Worksheet
1.1, 1.5 Understand how the styles of the 1960's shaped current musical trends	Lesson Plan – Artists Who Began Their Careers in the 1960's Handouts	Question and answer Test

WARREN TOWNSHIP SCHOOLS

Roots of Rock

Grade 8

Unit 5: Modern Rock

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
1.1, 1.5 Identify musical styles of the 1970's	Lesson Plan – The Seventies <u>Rock It</u> – Chapter 12 Various CDs	Question and answer Worksheets/puzzles Handouts
1.1, 1.4, 1.5 Identify musical styles of the 1980's; identify Elvis Presley as the artist who influenced rock bands in this decade	Lesson Plan – The Eighties Various CDs	Question and answer Handouts
1.1, 1.4, 1.5 Understand how modern musical styles (rap, techno) are shaped by musical predecessors	Lesson Plan – Modern Styles	Student presentations Question and answer Test Final Exam

Appendix B – Purpose and Rationale

Purpose

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts identifies arts education as essential to the development of original ideas, problem solving skills and overall human, social and economic growth. The implementation of The History of American Music course will benefit students by:

1. Developing skills significant to many aspects of life and work
2. Emphasizing the cultural influences and contributions of men and women of different ethnic and racial backgrounds
3. Providing tools to enhance learning across all disciplines
4. Enabling students to recognize, create and critique representative musical forms
5. Emphasizing the arts to understand social, cultural and intellectual trends

Rationale

This curriculum has been developed based on the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

This program has been created to augment student knowledge of European music and completes the course of study presented in grades six and seven. It then continues with music in American culture, which encompasses the social, historical and ethnic influences of American music and gives the student a broader understanding of the artistic forces that shape our society.

A component of the Roots of Rock Music course will allow students the opportunity to create original compositions, evaluate different styles and artists and utilize the Internet as a research tool.

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8- One Marking Period Elective

Unit: Clothing Design Project

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
5.1.6 Understand sewing machine parts and use of basic sewing tools	Singer Sewing Machine Manual Singer Sewing Machine and other sewing tools.	Teacher Observation Paper sewing -Worksheets Quiz on Machine Parts/ tools
CCWRS 5.4, 5.6 3.5.8 Thread a sewing machine correctly and demonstrate safe operation of. Correct size stitches, forward/ reverse, 5/8" seams.	Singer Sewing Machine	Teacher Evaluation of Threading
4.11.2 Determine Fabric Quantity needed to prepare a simple project	Singer Sewing Machine Manual Teacher prepared duffle bag directions.	Teacher Observation
CCWRS- 5.9 4.11.2 Demonstrate correct measuring and cutting technique.	Teacher Prepared Directions for duffle bag Fabric, Scissors, Tape Measure	Correct cutting of Fabric.
CCWRS- 4.9 3.2.7 Follow written and oral directions to construct and complete a simple project	Appendix C/A-Instructions for Duffle bag Fabric, Thread, Sewing Machines	Teacher Evaluation of Project

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little

Grade 8

Unit: Clothing Design Project NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
5.8.2 Identify and understand the use of fusible web and fabric crayons to design to clothing and their project.	<u>Today s Teen</u> – Page 651-656	Teacher observations. Questions and answers.
4.7.2 Design decoration for the project using personal design choice.	Felt, tracing wheels and paper, fabric pens.	Teacher Evaluation of prepared project.
C CCWRS 1.1 Complete project and be proud of their accomplishment.	Complete Project	Teacher evaluation of finished project.

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Clothing Care and Personal Design NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
CCWRS- 5.7 4.7.2 Make simple repairs to a garment. Example: Buttons, snaps, seams.	Garment from home that is not worn or is in need of repair. Thread, buttons, sewing machines. <u>Today's Teen, Pages 342-345</u>	Teacher observation.
6.9.1 Recycle a personal garment by making a change to the style of the garment using hand or machine sewing or other techniques learned.	<u>Today's Teen</u> – Page 651-656 <u>Creative Skills for Creative Living</u> Fabric Paint, Dye,	Teacher observation
5.12.2 Interpret hang tag, care labels, and fabric information as it applies to care, wear, and suitability.	Ohio State Extension Fact Sheet	Teacher observation.
5.12.2 List points to remember in washing, drying and pressing clothes.	<u>Today's Teen- Pages 576-585</u>	Role-play.

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Foods
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
CCWRS 5.4 , 5.6- Review kitchen safety and proper use of kitchen tools and equipment.	<u>The World of Food</u> - Pages 121- 142	Quiz
CCWRS- 5.4,5.6,2.1,2.3,2.8 1.2.2- Create a video or power point presentation demonstrating the following topics: a. Tools of the trade b. Table setting and manners c. Kitchen safety d. Food pyramid e. Nutrients f. Recipes	<u>The World of Food</u> Video camera Computer	Class and teacher viewing of video or power point presentations.
4.1.9 Demonstrate the correct measuring techniques for dry and liquid ingredients.	Class review using Peanut butter cookie recipe.	Teacher Observation
CCWRS- 3.13 4.10.7 Give examples of ways in which pre-planning can save you time and motion when preparing a recipe and in other aspects of life. (one task or assembly line)	Class Prep of Peanut Butter cookies showing time and motion- One child finishes each cookie the other uses assembly line technique. Timed to see what way is faster.	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Foods
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
4.2.5 Modify recipes by ½ and show understanding of abbrev. And equivalents.	Worksheet- Appendix F/A -Recipe handout- Peanut Butter Cookie	Handout graded
7.1.6 Define and execute various cooking terms used in recipes. List the cooking terms that come from other languages.	Nasco- Food Term Bingo <u>The World of Food</u> -Page 208 Worksheet - Appendix F/ A	Worksheet- underline verbs- action words – cooking terms
CCWRS-5.7, 4.1- Understand job assignments of shared responsibilities of each group member for obtaining supplies and equipment: cooking; cleaning up; dishwashing and dish drying.	Teacher generated Lab worksheet.	Teacher Observation of Labs
CCWRS-5.4, 5.7, 4.1- Execute basic food preparation using planning and time management in the kitchen lab.	Teacher generated recipes –using various kitchen equipment and food from each group.	Teacher Observation of Labs

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Foods
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
5.2.2 Analysis the benefits of convenience foods vs. homemade and investigate timesavings and cost.	Recipes –Worksheet Appendix F/C	Teacher Observation of Labs
4.1.9 Compare similar products considering price, flavor, nutritional value and convenience.	The World of Food- Pages 21-30	Teacher Observation
7.2.1 Explore international cuisine and taste foods from other countries.	International Food Recipe-	Teacher Observation
5.2.2. Describe the uses of the microwave. Use the microwave to prepare a snack food or meal. Identify variables in microwave cooking and explain how they affect the cooking time.	Creative Living- Pages 480-487 Microwave Cookbooks	Teacher Observation

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Foods
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
5.8.2. Prepare a quick and yeast bread recipe.	The World of Food- Pages 21-30	Teacher observation.
5.8.2. Cook eggs using one of the various methods of preparing. Understand correct storage and handling of eggs and chicken.	Today's Teen – Page 590-592	Teacher observation.
6.9.1 Demonstrate recycling in the classroom.	Somerset County Recycling Flyer	Teacher observation
2.1.2 Understand the Dietary guidelines and Food Pyramid and evaluate their eating style and lifestyle choices in relation to it.		

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

**Unit: Your Consumer Style
NJCCCS**

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
CCWRS- 1.12 4.2.5 Calculate: <ul style="list-style-type: none"> • Tax on products goods • Unit price per item • Actual cost after percent discount • Total cost when shipping added to catalog shopping & internet orders 	<u>Creative Living</u> Pages 328- 340 Use of Cash Register/ Calculators	Worksheet
CCWRS- 1.12 4.4.2 Evaluate store sales, Explain ways to avoid impulse buying.	<u>Creative Living</u> Pages 328- 340	Survey. Questions and answers.
CCWRS- 1.12 4.10.7 Describe the benefits of managing and saving money and the different types of savings and checking accounts.	<u>Creative Living</u> Pages 300-310	Checkbook Worksheet
CCWRS- 2.7, 3.4 6.7.2 Use a telephone book, internet, cookbook to find products and do price comparisons.	World Wide Web Telephone Books	Question and Answer

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Using available resources
NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
4.11.2 Read package directions, nutritional labeling, and use conversion and equivalents in cookbooks.	Various Cookbooks/ Better Homes and Gardens, Betty Crocker	Question and Answer
CCWRS- 1.2, 2.2, 2.8, 3.4, 2.6 Assess which source; internet, cookbook or other would be most appropriate to locate specific information		Teacher observation.
CCWRS- 3.4, 4.3, 4.7, 2.7 Efficiently use the internet to perform searches for specific information in relation to banking, credit cards, recipes, and other information for consumers.		Teacher observation. Printouts of results.

WARREN TOWNSHIP SCHOOLS

Sew a Little, Cook a Little Grade 8

Unit: Personal Style and Development

NJCCCS

OBJECTIVES	RESOURCES	ASSESSMENTS
Learner will be able to:		
CCWRS- 3.10 Determine and evaluate their personal behavior style-	<u>Creative Living</u> – Pages 30-51	Personality / Profile sheets. Questions and answers.
CCWRS- 3.10 Participate in a critical thinking discussion on lifestyle choices. Ex. Hairstyle, clothing, living, hobbies, grooming, food selections		Class Discussion
2.3.3 Recognize the influence of ads and effects on <i>Lifestyle</i> and eating habits.	<u>Creative Living</u> – Pages 321-326	Class Discussion Worksheet. Ad project
CCWRS-3.10, 3.12 Distinguish between wants and needs. Recognize how peer pressure and advertising can affect our wants.	Teacher / Student Discussion	Question and Answer
CCWRS- 1.12 Demonstrate use of appropriate manners and behavior, correct table setting and etiquette in daily activities.		Teacher Observation

Resources

Core Curriculum Content Standards, 1996

Clothing Concepts and Construction

Prentice Hall, 1990

Clothing Skills for Creative Living

Butterick Publishing, 1979

Creative Living

McGraw-Hill, 1997

Department of Agriculture and U.S. Department of Health and Human Services. Nutrition and Your Health: **Dietary Guidelines for Americans**. 5th ed. (2000) Home and Garden Bulletin No. 232.

Discovering Food-

Columbus, OH 1997

Nasco: Cooking Term Bingo

Ohio State University Extension Fact Sheet

Consumer Textiles Sciences at

Hhttp: www/ Ohioline.osu.edu/hyg-fact/2001

Teen Guide Resource Guide

McGraw Hill, 1990

Today's Teen

McGraw-Hill, 1997

The World of Food

Prentice Hall. 1990

Your Food Chance or Choice?

National Dairy Council

Purpose

The Core Curriculum Content Standards established by the New Jersey Department of Education identifies skills important for student success in all content areas. The **Sew a Little, Cook a Little** course serves to enhance all components of the required core curriculum. Through hands on activities students will also meet the Cross content workplace readiness standard. The implementation of the **Sew a Little, Cook a Little** Course will help students:

- Experience the practical application of mathematics, science and language in everyday life
- Increase awareness and understanding of the many facets of living through participation in hands on activities.
- Increasing student awareness of what their personal style is and how it affects their life.
- Understand the need to make healthy choices with respect to their life options
- Express their creativity with foods and clothing skills.
- Develop practical “life skills” needed as students become less dependent on parents
- Increase student self-confidence related to domestic, practical and social skills
- Develop time management skills and problem solving techniques
- Become familiar with technology and other tools available to help solve everyday life challenges
- Identify areas of special interest and assist them in making more informed decisions regarding future educational choices.

Rationale

The **Sew a Little, Cook a Little** curriculum has been developed based on meeting the Core Curriculum Content Standards established by the New Jersey Department of Education.

This course has been created to provide an academic enrichment opportunity for 8th grade students in the area of family and consumer science otherwise known as home arts in the Unified Arts Cycle. Students will develop life skills needed as they progress to high school, college, work and life on their own. They will gain the knowledge needed to become an educated consumer and intelligent decision maker. Math, language, and science facts will be reinforced and utilized in hands-on life activities.

In class discussion, small groups and individually students will be given an opportunity to express their creativity and communicate ideas, thoughts and feelings. Their successes and accomplishments will increase self-esteem and edify skills needed to maintain a healthy lifestyle.

Peanut Butter Cookies

Peanut Butter Cookies (1/2 recipe)

- 1 cup Margarine _____
- 1 cup Peanut butter _____
- 1-cup sugar _____
- 1 cup firmly packed brown sugar _____
- 2 eggs, beaten _____
- 1-teaspoon vanilla _____
- 2½ cups sifted flour _____
- 1 teaspoon baking powder _____
- 1 teaspoon baking soda _____
- 1 teaspoon salt _____

YIELD- 6 dozen 2 inch cookies

YIELD- _____

1. Stir together margarine, peanut butter and sugars until well mixed.
2. Beat in eggs and vanilla.
3. Sift together flour, baking powder, baking soda and salt over sugar mixture.
4. Stir until thoroughly mixed. If necessary, chill dough until it can be easily handled. Shape into one inch balls. Place about 2 inches apart on ungreased cookie sheet. Flatten with floured bottom of glass or floured fork making crosswise pattern.
5. Bake in 350 oven for 12- 15 minutes or until lightly browned.

Using the recipe above, answer the following questions:

1. A recipe is your guide to help you prepare a certain _____.
2. Recipes should tell you the following:
3. a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
4. When would you need to decrease a recipe?

5. Next to the recipe above, rewrite the ingredients.... divide them in half and use the correct abbreviations for the measurement.
Appendix F/A
6. Cooking Terms—words that describe action that is needed to prepare a recipe. VERBS
 - a. Using the recipe on page 1 underline all the cooking terms and/ or verbs in the directions.
 - b. List as many cooking terms that you can think of: At least 7.

List cooking terms that come from another language and what language they are from. Ex. Sauté

6. Preparing food successfully takes planning and _____.
7. List the guidelines that should be followed each time you prepare a recipe:
 1. _____thoroughly
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

7. Pre-preparation includes the some of the following items:

- a. _____
- b. _____
- c. _____

Appendix F/B

Measurement and Abbreviations-facts to know for success in cooking. Name: _____

Period _____

ABBREVIATIONS

Teaspoon - _____

Ounce - _____

Tablespoon - _____

Dozen- _____

Cup ----- _____

Hour - _____

Pint ----- _____

minute - _____

Quart ----- _____

inch - _____

Gallon ----- _____

EQUIVALENTS.

3 Teaspoons = _____ Tablespoon

16 Tablespoons = _____ cup

8 Tablespoons = _____ cup

4 Tablespoons = _____ cup

2 Tablespoons = _____ cup

1 cup = _____ ounces

1 pint = _____ cups

1 quart = _____ cups = _____ pints

1 gallon = _____ quarts = _____ pints = _____ cups = _____ ounces

Pound = _____ ounces

Dozen = _____

1 liter = _____ ounces

Which has more fluid—2 liters or 1 gallon??

Can you figure these?

1. How many teaspoons in $\frac{1}{2}$ tablespoon? _____
2. How many tablespoons in 1 stick of butter? _____
3. How many teaspoons in 1 stick of margarine? _____
4. How many teaspoons in 1 cup? _____
5. How many ounces in a quart? _____

Something to think about: what size is the milk you get at lunch??

BUTTER MEASUREMENTS

1 pound = _____ sticks = _____ cups = _____ oz

$\frac{1}{2}$ lb butter = _____ sticks = _____ cups = _____ oz

$\frac{1}{4}$ lb butter = _____ sticks = _____ cups = _____ oz

Convenience Food Worksheet:

1. What is a convenience food: _____
2. Give examples of 5 different convenience foods—
 - a. _____
 - b. _____
 - c. _____
 - a. _____
 - e. _____

Put a circle by the foods you listed that are foods fully prepared ready to eat.
Put an X by foods that just needed to be heated when you get home.

3. Why do we use convenience foods? Who would benefit most from their use?
4. \$\$\$ Do convenience foods save you money?? \$\$\$
5. Are there any disadvantages to using convenience foods??
6. Compare the recipe for Bisquick pancakes to the recipes below of pancakes from scratch.
 - a. What is the difference in the ingredients: _____
 - b. What other convenience type pancakes are available in the stores?
 - a. _____
 - b. _____
 - c. _____

Bisquick Pancakes

- 1 cups bisquick
- ½ cup milk
- 1 egg

Pancakes (from Betty Crocker Cookbook)

- 1 egg
- 1 cup all – purpose flour
- ¾ cup milk
- 2 tablespoons shortening, melted
- 1 Tablespoon sugar
- 3 teaspoons baking powder
- ½ teaspoon salt

Grade 8 -- Duffle Bag

1. one yard piece of fabric by pulling thread so edges are straight.
2. Fold fabric so raw edges (the edge that would fray) are together.
3. Seam raw edges using $\frac{5}{8}$ " mark on machine as a guide. You should now have a tube. Press the seam open.
4. Turn tube inside out and press.
5. Turn 2 short ends over $1\frac{1}{2}$ " and press.
6. Stitch hems along selvedge.

7. **Bag can be decorated now—it will be easier if you do it before it is sewed together.**

8. Turn right sides together and using $\frac{1}{2}$ " mark on machine, stitch side seams from bottom to a point 3" from the top along the side edge. Curve stitching toward edge as you near this point. Reinforce by reverse stitching.

9. Working at the bottom corner of the bag on the wrong side, fold bag so that seam is in the center of corner.
 - a. Stitch across corner
 - b. $2\frac{1}{2}$ " down from point as shown in stitch
 - c. Repeat for other corner.
 - d. Turn bag right side out.

To Make Drawstring-

Cut two 42" lengths of cable cord. Tie one end of cord to a closed large safety pin and thread through one hem and continue back through second hem. Repeat with second cord starting at opposite end of bag. Tie knots on ends of cords to prevent fraying.