

# HEN TO HOME

## GRADE 6 STANDARDS ALIGNMENT

	Activity 1	Activity 2	Activity 3
<b>Family and Consumer Sciences Standards</b>			
2.4 Evaluate the effects of technology on individual and family resources.	x	x	x
3.5 Demonstrate skills needed for product development, testing, and presentation.		x	
9.1 Analyze career paths within the food science, food technology, dietetics, and nutrition industries.	x	x	x
9.2. Apply risk management procedures to food safety, food testing, and sanitation.	x	x	x
14.4 Evaluate factors that affect food safety from production through consumption.	x	x	x
14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	x	x	x
<b>Common Core English Language Arts Standards</b>			
<b>Reading Informational Text</b>			
<u>Key Ideas and Details</u>			
RI.6.1 Cite textual evidence and details to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	x	x	
<u>Craft and Structure</u>			
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	x	x	x
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	x	x	
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	x		
<u>Integration of Knowledge and Ideas</u>			
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	x	x	x
<b>Writing</b>			
<u>Text Types and Purposes</u>			
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		x	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	x		
<u>Production and Distribution of Writing</u>			
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
W.6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.	x	x	x

<b>Research to Build and Present Knowledge</b>			
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.	x	x	x
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	x	x	x
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x	x
<b>Speaking and Listening</b>			
<u>Comprehension and Collaboration</u>			
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	x	x	x
<u>Presentation of Knowledge and Ideas</u>			
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	x	x	x
SL.6.5 Include multimedia components and visual displays in presentations to clarify information.	x	x	x
<b>Language</b>			
<u>Vocabulary Acquisition and Use</u>			
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x		
<b>Common Core History/Social Studies</b>			
<u>Key Ideas and Details</u>			
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	x	x	
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	x	x	
<u>Craft and Structure</u>			
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	x	x	x
<u>Integration of Knowledge and Ideas</u>			
RH.6-8.7 Integrate visual information with other information in print and digital texts.	x	x	x
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic	x	x	x

<b>National Social Studies Standards</b>			
<u>Production, Distribution, and Consumption</u>			
Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.	x	x	x
<u>Science, Technology and Society</u>			
Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.	x	x	

**GRADE 7 STANDARDS ALIGNMENT**

	Activity 1	Activity 2	Activity 3
<b>Family and Consumer Sciences Standards</b>			
2.4 Evaluate the effects of technology on individual and family resources.	x	x	x
3.5 Demonstrate skills needed for product development, testing, and presentation.		x	
9.1 Analyze career paths within the food science, food technology, dietetics, and nutrition industries.	x	x	x
9.2. Apply risk management procedures to food safety, food testing, and sanitation.	x	x	x
14.4 Evaluate factors that affect food safety from production through consumption.	x	x	x
14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	x	x	x
<b>Common Core English Language Arts Standards</b>			
<b>Reading Informational Text</b>			
<u>Key Ideas and Details</u>			
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.	x	x	
<u>Craft and Structure</u>			
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	x	x	x
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	x	x	
<b>Writing</b>			
<u>Text Types and Purposes</u>			
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relative content.		x	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	x		
<u>Production and Distribution of Writing</u>			
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	x	x	x
<u>Research to Build and Present Knowledge</u>			
W.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.	x	x	x
W.7.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic information for sources.	x	x	x

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x	x
<b>Speaking and Listening</b>			
<u>Comprehension and Collaboration</u>			
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x
SL.7.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	x	x	x
<u>Presentation of Knowledge and Ideas</u>			
SL.7.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	x	x	x
SL.7.5 Include multimedia components and visual displays in presentations to clarify information.	x	x	x
<b>Language</b>			
<u>Vocabulary Acquisition and Use</u>			
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x		
<b>Common Core History/Social Studies</b>			
<u>Key Ideas and Details:</u>			
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	x	x	
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	x	x	
<u>Craft and Structure</u>			
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	x	x	x
<u>Integration of Knowledge and Ideas</u>			
RH.6-8.7 Integrate visual information with other information in print and digital texts.	x	x	x
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	x	x	x
<b>National Social Studies Standards</b>			
<u>Production, Distribution, and Consumption</u>			
Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.	x	x	x
<u>Science, Technology and Society</u>			
Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.	x	x	

## GRADE 8 STANDARDS ALIGNMENT

	Activity 1	Activity 2	Activity 3
<b>Family and Consumer Sciences Standards</b>			
2.4 Evaluate the effects of technology on individual and family resources.	x	x	x
3.5 Demonstrate skills needed for product development, testing, and presentation.		x	
9.1 Analyze career paths within the food science, food technology, dietetics, and nutrition industries.	x	x	x
9.2. Apply risk management procedures to food safety, food testing, and sanitation.	x	x	x
14.4 Evaluate factors that affect food safety from production through consumption.	x	x	x
14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	x	x	x
<b>Common Core English Language Arts Standards</b>			
<b>Reading Informational Text</b>			
<u>Key Ideas and Details</u>			
RI.8.1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	x	x	
<u>Craft and Structure</u>			
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	x	x	x
<u>Integration of Knowledge and Ideas</u>			
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital, text, video, multimedia) to present a particular topic or idea.	x	x	x
<b>Writing</b>			
<u>Text Types and Purposes</u>			
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relative content.		x	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	x		
<u>Production and Distribution of Writing</u>			
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
W.8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	x	x	x
<u>Research to Build and Present Knowledge</u>			
W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional focused questions that allow for multiple avenues of exploration.	x	x	x

W.8.8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	x	x	x
W.8.9 Draw evidence from literary or informational texts to support analysis and research.	x	x	x
<b>Speaking and Listening</b>			
<u>Comprehension and Collaboration</u>			
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	x	x	x
<u>Presentation of Knowledge and Ideas</u>			
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	x	x	x
SL.8.5 Integrate multimedia and visuals into presentations to clarify information, strengthen claims and evidence, and add interest.	x	x	x
<b>Language</b>			
<u>Vocabulary Acquisition and Use</u>			
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x		
<b>Common Core History/Social Studies</b>			
<u>Key Ideas and Details</u>			
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	x	x	
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	x	x	
<u>Craft and Structure</u>			
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	x	x	x
<u>Integration of Knowledge and Ideas</u>			
RH.6-8.7 Integrate visual information with other information in print and digital texts.	x	x	x
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	x	x	x
<b>National Social Studies Standards</b>			
<u>Production, Distribution, and Consumption</u>			
Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.	x	x	x
<u>Science, Technology and Society</u>			
Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.	x	x	

