

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson One – Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I can apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p><b>Opening Activity</b></p> <p>1. You need to create an account on <a href="https://LMS.kpcompass.com">https://LMS.kpcompass.com</a></p> <p>Hello Class, I will be using a website for instruction. Follow these directions:</p> <h2 style="text-align: center;">Getting Students Started</h2> <p><b>You will use a self-enrollment process that is quick and simple. All they need is an email address, a password and a course code. Use your student email addresses and password that you use to access Microsoft Office and Teams. This is very similar to many online Learning Management Systems. When you first go to the website <a href="https://LMS.kpcompass.com">https://LMS.kpcompass.com</a> they can create an account.</b></p>

	<p><b>The course code is located in Microsoft Teams.</b></p> <ol style="list-style-type: none"><li>2. Students will complete the student orientation (5 minutes) so that you can learn how to navigate through the site.</li><li>3. Select Basic Cooking Skills and then select the unit Cooking Fundamentals.</li><li>4. Cooking and the Effects on Nutrients- Cornell Notes and define Key terms listed.</li><li>5. Complete practice Questions in the lesson. I will be able to monitor your progress through each section.</li></ol> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Post at least two comments on: Do you know the difference between dry-heat cooking and moist-heat cooking? Do you consider cooking methods like boilig, simmering, and blanching to be similar? How are they similar?</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Tell me the three ways that heat is transferred to foods?</li></ul> <p><b>Homework-</b></p> <p>Create a presentation that demonstrates the science of conduction, convection, and radiation. Students should use both words and art or diagrams to illustrate how these three methods work.</p>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Two – Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation						
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>						
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>						
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>						
<b>Learning Activities or Experiences</b>	<p>6. <b>Quick Write-</b> The Value of Cooking: Today, restaurants and prepared foods make it possible to eat well without cooking. Do you think knowing how to cook is still a valuable skill? Why or why not? Write a persuasive paragraph in which you convince your reader of cooking’s value, or lack thereof. Support your stance with specific examples, details and facts. Write your response in Microsoft Teams. An assignment will be created for the Quick Write.</p> <p>*** All assignments can be completed using kp compass that you created login last class***</p> <p>7. Create a graphic organizer to categorize the 15 methods of cooking. Sample graphic organizer below:</p> <table border="1" data-bbox="565 1759 1511 1879"> <thead> <tr> <th data-bbox="565 1759 878 1818"><b>Moist- Heat Cooking</b></th> <th data-bbox="878 1759 1195 1818"><b>Dry-Heat Cooking</b></th> <th data-bbox="1195 1759 1511 1818"><b>Cooking in Fat</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="565 1818 878 1879"></td> <td data-bbox="878 1818 1195 1879"></td> <td data-bbox="1195 1818 1511 1879"></td> </tr> </tbody> </table>	<b>Moist- Heat Cooking</b>	<b>Dry-Heat Cooking</b>	<b>Cooking in Fat</b>			
<b>Moist- Heat Cooking</b>	<b>Dry-Heat Cooking</b>	<b>Cooking in Fat</b>					

	<p>8. Identify, Summarize, and Apply Activity:</p> <p><b>Identify</b>- Students should name a factor that influences the time foods need to cook. <b>Summarize</b>- Students need to summarize the similarities and differences between boiling, simmering, poaching, and steaming. <b>Apply</b>- Students need to write a paragraph in which they identify how density, shape, size, and amount can influence cooking rates and explain how cutting shapes into a uniform size can help to ensure that foods will cook at the same rate.</p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Post at least two comments on: What types of foods can be steamed? What are some benefits to steaming foods.</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Tell me two ways that moist-heat cooking method is used. Find a recipe for both ways</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Three – Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>9. Watch this video as we talk about cooking preparation skills <a href="https://www.youtube.com/watch?v=lp2KlFqY6ml">https://www.youtube.com/watch?v=lp2KlFqY6ml</a></p> <p>10. <b>Graphic Organizer</b> - Create a graphic organizer where you compare and contrast glass and enamel cookware. Use KP Compass as a resource to complete the graphic organizer. You need to differentiate the differences between the two as well as how are they alike.</p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p>11. Complete the attached worksheet. You will draw and label four different types of measuring tools, draw and label four cooking tools, draw and label four</p>

	<p>baking tools, draw and label four mixing and shaping tools, and draw and label four serving tools.</p> <p><b>12.</b> You will use measuring tools, cooking tools, baking tools, mixing or shaping tools, and serving tools to write a short story. The short story must be one page type, 12 pt font, and double spaced. Make sure you bold and highlight the preparation tools that you use in your short story.</p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Post at least two comments on: Suggest guidelines for use and care of cookware and bakeware materials that might react with certain foods.</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Use a cause-effect graphic organizer to identify each cookware and bakeware material that might react with certain foods and to describe the reactions. What types of foods are acidic.</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Four – Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>13. Quick Write-Review... Tell me what you remember in regards to knife safety. How can you keep younger siblings and/or cousins safe when it comes to knives.</p> <p>14. <b>List/Describe/Apply:</b></p> <p>List- five common cutting tools that are used in the kitchen. Describe- how a chef’s knife is different from a paring knife. What is another name for a chef’s knife. Tell me how to cut with a Chef’s knife and what foods can be cut with this particular knife. Apply-create a visual organizer that includes graphics to show a chef’s knife, the foods that can be used to cut with a chef’s knife, as well as cutting techniques. Use Microsoft Word to create the shapes for your organizer.</p>

	<p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Post at least two comments on: Look in your kitchen at home. Take a picture and upload a picture of the knife. Tell me what the knife is called and what it is used for.</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Review Knife safety.</li></ul>



**Food Science/Foods and Nutrition  
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Lesson Five– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>Today’s assignment will be fun. You will come up with a television jingle (commercial with a song) advertising about a selected knife. The tune must include what purpose the knife is used for in food preparation. Video your jingle and post in Microsoft Teams. You will be graded on best lyrics, accuracy of information and presentation. You must select from the following list of knives:</p> <ul style="list-style-type: none"> <li>Chef</li> <li>Slicing</li> <li>Bread</li> <li>Paring</li> <li>Carving</li> <li>Butcher</li> <li>Utility</li> <li>Boning</li> <li>Grapefruit</li> </ul>

	<p>Sharpening Steel Kitchen Shears Peeler Apple Corer Cutting Board</p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Post at least two comments on: Respond to two of your classmates videos</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Review Knife safety.</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Six– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<ol style="list-style-type: none"> <li>1. Writing Activity- Write a personal narrative, or story about your experience learning to cook. For example, you may write about a funny or challenging moment you had in the kitchen, the first recipe you ever prepared, or another anecdote. Format your narrative into a one-page essay. Writing tips: double spaced, 12pt font Narrate a true story from your life from a first person perspective Use details and description to bring the narrative to life. Format your narrative like an essay, with organized paragraphs</li> <li>2. Define the following vocabulary: Recipe, yield, customary system, metric system, volume, weight, equivalent, high-altitude cooking</li> <li>3. Create a graphic organizer using shapes in word. List and explain four steps for decreasing the yield of a recipe.</li> </ol>

	<p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Discussion Question... respond to question and one classmate.</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• What is your favorite recipe? Do you know how to prepare the recipe?</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Seven– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>4. <b>Quick Write-</b> What is the advantage of using a recipe? In what circumstance might you want to alter a recipe.</p> <p>5. <b>Recipe of Me Activity- attachment will be in activities</b></p> <p>6. Students will create their own version of how to make a sandwich of their choice. Students will write the recipe and submit to Mrs. Vanderhorst</p> <p>7. Students must video themselves making the sandwich following the recipe instructions that they submitted to Mrs. Vanderhorst.</p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p>

	<p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"><li>• Discussion Question... respond to question and one classmate.</li></ul>
<b>Closing</b>	<p><b>Closing Activity</b> (5 minutes)</p> <ul style="list-style-type: none"><li>• Begin brainstorming on recipes that you would like to include in your digital recipe book project that will be forthcoming.</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Eight– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>8. <b>Quick Write-</b> What are some common ingredients that are used in recipes.</p> <p>9. <b>Basic Ingredients worksheet</b></p> <p>10. Find recipes that use these common ingredients. Copy and paste the recipe in a word document. Highlight the common ingredients. Put a star by the yield in the recipe. Change the font color to blue on all cooking terms. Submit the recipe in Assignments.</p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p>

	<ul style="list-style-type: none"><li>• Discussion Question... respond to question and one classmate.</li></ul>
<b>Closing</b>	<b>Closing Activity (5 minutes)</b> <ul style="list-style-type: none"><li>• Begin brainstorming on recipes that you would like to include in your digital recipe book project that will be forthcoming.</li></ul>



**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Eight– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>11. <b>Writing Activity-</b> Describe the units of measurement. What is the difference between customary and metric. Research both and write a one page paper discussing the units of measurement</p> <p>12. <b>Demonstration- Video Conference Meeting</b></p> <p>13. Make a video showing your measurement skills</p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"> <li>• Discussion Question... respond to question and one classmate.</li> </ul>

<b>Closing</b>	<b>Closing Activity (5 minutes)</b> <ul style="list-style-type: none"><li>• Begin brainstorming on recipes that you would like to include in your digital recipe book project that will be forthcoming.</li></ul>

**Food Science/Foods and Nutrition  
High School (Grades 9-12)  
Lesson Ten and Eleven– Cooking Fundamentals**

<b>Standards</b>	D1.Demonstrate skills needed to prepare recipes. D1.2 Explain the use and care of utensils and equipment for food preparation
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"> <li>➤ I will be able to apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</li> <li>➤ I can describe the effects of heat on the essential nutrients.</li> <li>➤ I can demonstrate an understanding of the various processes of heat transfer (conduction, convection, radiation).</li> <li>➤ I can differentiate between the different processes of heat transfer in food preparation.</li> <li>➤ I can evaluate circumstances for the proper cooking method.</li> <li>➤ I can read and comprehend standardized recipes.</li> <li>➤ I can write and convert standardized recipes</li> </ul>
<b>Essential Question(s)</b>	<b>What skills are needed to prepare recipes?</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Internet</li> <li>• Microsoft Teams</li> <li>• KP Compass</li> </ul>
<b>Learning Activities or Experiences</b>	<p>14. <b>WORKING ON RECIPE BOOK PROJECT!!!! Please look at attachment</b></p> <p>15. <b>Students will create a digital recipe book. It will include their previous assignment “Recipe of Me”, 10 recipes, as well as a video demonstrating a basic recipe.</b></p> <p><b>*** All assignments can be completed using kp compass that you created login last class***</b></p> <p><b>Digital Activity</b> (Microsoft Teams - Group Chat (5 minutes):</p> <ul style="list-style-type: none"> <li>• Discussion Question... respond to question and one classmate.</li> </ul>
<b>Closing</b>	<b>Closing Activity</b> (5 minutes)

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|--|--|
|  | <ul style="list-style-type: none"><li>• Continue working on project.</li></ul> |
|--|--|