

Handout 0.1: Course Map and Hope Card

Name: _____ Date: _____ Period: _____ Table number: _____

Part 1: The year map

Directions: As I hold up each object, write the unit in your own words and one thing you expect to do in it.

Order	The object	The unit (in your words)	One thing I expect to do in it
1	A wooden spoon		
2	A coin		
3	A baby sock		
4	A paint chip or tape measure		
5	A needle and thread		
6	A can of beans		

The six units, for your reference: Kitchen Skills and Smart Eating; Me, My Goals, My Money; Growing Up, Getting Along; Spaces We Live In; Make It, Mend It, Wear It; From Farm to Table.

The first cooking lab is on day _____ of the year.

Part 2: What I already do at home

Directions: For each unit, write one or two words about something you already do at home that fits it. "Nothing yet" is allowed. Then put a star next to two units where you already have a skill.

Unit	What I already do at home	Star
Kitchen Skills and Smart Eating		
Me, My Goals, My Money		
Growing Up, Getting Along		
Spaces We Live In		
Make It, Mend It, Wear It		



From Farm to Table		
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Grade 6: fill three rows. Grade 8: add one line here: the unit I think I will like least, and one thing that could change my mind: _____.

Part 3: Who is at this table

Directions: Go around the table. Say your name, the skill from your index card, and one thing you can offer this table this year. The recorder writes the four offers on the table card.

Sentence starters: "My name is . ***I can*** . I can offer ____."

My offer: _____

Part 4: What I can count on

Directions: Write the three things Mr. Prevosto said you can count on in this room.







Monday routine: _____



Hope card (tear off here and hand in)

Name: _____ Period: _____

The unit I hope to reach first is: _____

Why (two sentences):





One thing I can offer my table this year: _____

Teacher key

Part 1: spoon, Kitchen Skills and Smart Eating (Nutrition and Wellness); coin, Me, My Goals, My Money (Individual Growth and Life Readiness); sock, Growing Up, Getting Along (Human Development and Relationships); paint chip, Spaces We Live In (Environmental Design and Management); needle, Make It, Mend It, Wear It (Apparel and Textile Production and Design); can, From Farm to Table (Food Systems and Production). First cooking lab: day 16.

Part 4: the three things: I will tell you the day before if anything hot or sharp is coming; the board tells you what to do before you sit, every day; when the lights blink and I count down, hands go empty and eyes come here. Monday routine: a quote on the board and one sentence about it.

Word bank for ELL students, the six unit names [*check with a native speaker*]: Kitchen Skills and Smart Eating (Mutfak Becerileri ve Akıllı Beslenme / Habilidades de Cozinha e Alimentação Inteligente / Habilidades de Cocina y Alimentación Inteligente); Me, My Goals, My Money (Ben, Hedeflerim, Param / Eu, Minhas Metas, Meu Dinheiro / Yo, Mis Metas, Mi Dinero); Growing Up, Getting Along (Büyüme, Geçinmek / Crescer, Conviver / Crecer, Llevarse Bien); Spaces We Live In (Yaşadığımız Alanlar / Espaços em que Vivemos / Espacios en que Vivimos); Make It, Mend It, Wear It (Yap, Onar, Giy / Faça, Conserte, Vista / Hazlo, Arréglalo, Úsalo); From Farm to Table (Tarladan Sofraya / Da Fazenda à Mesa / Del Campo a la Mesa).

The hope cards are sorted by unit and counted; the six counts go on the board tomorrow and stay up all week.