

Exemplary Planning Commentary: Family Consumer Science

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1a. Central focus of the segment

The central focus of this unit is for students to demonstrate knowledge of knife skills and why they are an asset when cooking, explain the significance of the six essential nutrients and their food sources, be able to cook stir fry, and be able to reflect on nutrients used in various recipes. The focus for these three lessons is to really hone in on three specific knife cuts and knife handling guidelines that promote safety, efficiency, and effectiveness while cooking. Then, the students will use these skills to help them make stir-fry and gain more confidence in cooking. They will also be introduced to the essential nutrients and why they are essential. We will talk about food sources that provide each nutrient before cooking so that the students will have that framework in their minds while they are in their kitchens. After they have had kitchen practice, the students will tie the days together and topics that we have discussed by evaluating the stir-fry recipe we used and the nutrients that came from each ingredient in the stir-fry. They will then be able to confidently generalize which foods provide different nutrients, and demonstrate their understanding of categorizing nutrient sources by accurately evaluating a recipe of their choice from different cookbooks around the room.

I believe all of these skills build off of each other in a way that makes three separate learning skills combine nicely into one unit. Because the classroom environment allows students to practice cooking skills, the first day of instruction about knife skills is something that is essential to this unit. The students need to understand safety procedures when handling a knife, and other reasons why effective knife skills are important such as being aesthetically pleasing, providing evenness in cooking time, and providing efficiency in the kitchen while preparing a stir-fry. The purpose of the lecture about essential nutrients in between the knife skills and the cooking of stir fry is for the students to have a general mindset of the nutrients that we will be studying, and be able to be thinking about nutrients while cooking the stir fry.

1b. Linking concepts, skills, and strategies

Lesson one addresses the FCS National Standard 8.5.1: Demonstrate professional skills in safe handling of knives, tools, and equipment. The learning target (i.e. learning objective) for lesson one is for students to be able to demonstrate the practice of julienne and diagonal slicing knife skills. They will be able to determine reasons why using correct knife skills are important to use in the kitchen. With this learning target (i.e. learning objective) and standard, the students will be able to address conceptual understanding through their explanation at the end of the class as to the reasons why knife skills are important to know. I will let them make educated guesses as to why they think these skills could be important to learn. Through prompting, they should be able to come up with reasons for knife skill importance such as safety, aesthetic appeal, efficiency, and evenness of cooking. In being able to identify these reasons, students will be demonstrating conceptual understanding of the topic. Similarly, this lesson and learning target will also address career and technical skills by having the students actually demonstrate practicing julienning a carrot and diagonal slicing celery. They will have previously learned to dice an onion, and will also learn to chiffonade cut cabbage. These skills are all kitchen specific skills that demonstrate skills for potential future careers. They also provide future independent living skills that the students will demonstrate during the lesson. Lastly, this lesson, learning target, and standard also address problem-solving strategies. Many of the students have never handled a chef's knife before or have never been expected to cut vegetables in any sort of style and would not know where to begin. In preparation for their future, they need to know how to cook for themselves. By teaching them knife skills, they will be able to effectively problem solve by

knowing how to follow recipes, cut vegetables, and be able to have that skill as a future tool in considering what meals to make. They will also be problem solving in the process of cutting their vegetables. They will need to work through the struggle of holding and handling a knife in a new and potentially awkward way. Also if any of their cuts do not go as smoothly as they would like, they will need to problem-solve to make their cuts ready to use for the stir-fry.

Lesson two uses the FCS National Standards 9.5.3: Prepare food for presentation and assessment, 8.5.1: Demonstrate professional skills in safe handling of knives, tools, and equipment, and 14.2.4: Analyze sources of food and nutrition information. The learning target for lesson two of this unit is: be able to explain the six essential nutrients and why they are essential for the human body. They will be able to provide accurate examples of foods that provide the different nutrients we need, be able to successfully make stir-fry, and be able to predict which essential nutrients are found in stir-fry. These standards and learning targets will provide the students with an opportunity to address conceptual understanding by being able to recite the six essential nutrients as well as some food sources that contain each nutrient by working in their table groups to come up with answers as a class. This will demonstrate conceptual understanding because they will be able to tell me their knowledge of the essential nutrients, why they are important, and food sources that provide each nutrient. This lesson also allows students to address career and technical skills by having them work in the kitchen units to practice the chiffonade cut of cabbage as well as combining their efforts to produce a stir-fry meal. In this lesson they will need to accurately demonstrate that they can cut vegetables, cook rice, stir-fry vegetables, measure and mix sauce correctly, and follow directions accurately. All of these skills are essential in the kitchen, but also in the real world or in the future career and technical skills that these students will need to use. They will also be demonstrating problem solving skills because they will be working in groups of four. The students will need to address the recipe step by step and solve the problem of how to make the task successful by dividing responsibilities in their kitchen units. This problem will be left to the students to solve.

Lesson three uses the FCS National standards 9.3.2: Analyze nutritional data, and 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. It also uses two of the new Common Core State Standards for writing: CCSS.ELA-LITERACY.W.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented, and CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The learning target for lesson three is: be able to explain the six essential nutrients and why they are essential for the human body, analyze the stir-fry recipe and correctly identify the nutrients that come from it, and be able to apply this knowledge in other recipes. This lesson is going to be connecting lessons one and two together. Lesson three demonstrates conceptual understanding through assessment. The students will be taking the “Essential Nutrient Assessment” that I wrote. This will test whether or not they understood the material taught in the past two days. I will have them look through cookbooks and identify nutrients in specific recipes, which depending on their scores, should demonstrate their conceptual understanding of the central focus of this unit. Lesson three addresses career and technical skills because it applies reading and writing skills that students will need to use in the future and by using cookbooks for the assessment, students will be able to apply their knowledge of nutrients to real life situations. They will also be using problem-solving strategies by analyzing our stir-fry recipe and do this on their own with a recipe of their choosing. They will have to determine if the recipe they chose has all of the six essential nutrients, and problem solve to make it a complete source of all the nutrients if it does not in fact contain them all.

1c. Explaining how lessons build and link to other skills

My lessons build on each other to help students make connections between family and consumer sciences-relevant concepts, career and technical skills, and problem-solving strategies by addressing each of these core topics in each lesson. Providing ways to help students make connections with conceptual understanding is addressed in lesson one by informally assessing the students understanding of knife skills and the reasons they are important. In lesson two, the students have the opportunity to make the connection between the knife skills they have learned and creating a complete dish by using those skills. During this lesson they also are introduced to basic nutrient knowledge, and are expected to know some food sources of nutrients. They will make this connection to their stir-fry during lesson three by identifying all of the nutrients in the stir-fry and which ingredients they come from. This lesson will also connect to their conceptual understanding of the unit because it will address their ability to make the connection of knowledge of nutrients and sources they come from to other recipes.

Each lesson also demonstrates connections the students can make in the progress of their career and technical skills. They are starting lesson one with basic knife skills, which they then will apply to making stir-fry, and will be able to utilize these career and technical skills in their future cooking of different recipes. These concepts build on each other because the students would not be able to make stir-fry without first knowing the knife skills required for cutting the vegetables. By building each lesson, the students are gaining understanding of the things they need to know first and then applying it with each lesson that follows.

All three lessons also address problem-solving skills and make a connected and flowing learning curve as the lessons continue. In lesson one, students must problem solve by working in groups, making the vegetable cuts in the correct way, and following directions in order to produce a quality outcome. In lesson two, they continue their problem-solving skills by adding the small amount of cooking they did on day one to a larger and more complicated recipe on day two by cooking the stir-fry. They need to work as a team, cook and clean within the time given, and seek to produce a quality product. Lesson three builds on both of these with problem solving because it switches from a group responsibility to an individual responsibility. This is where the students will be tested on if working with the other students and listening in class has indeed informed them of the understanding they need for the unit, and they will need to problem-solve on their own to produce accurate results for their assessments.

1d. Opportunities to express learning targets (Washington State only).

During my lessons, I will introduce the learning target at the beginning of each class. I will then check on the student's understanding of the learning target during as well as at the end of each lesson to see if it was met through various informal assessments. For lesson one, the learning target is for the students to be able to demonstrate two new knife skills (Julienne and diagonal slicing) and understand why knife skills are important. I will give the students the opportunity to express their understanding of the learning target by asking them to rate their performance of each knife cut on a hand scale (thumbs up, down, or in between). This gives them the opportunity to tell me how they are processing the new information, and gives me the chance to assess their comfort level with the material. Also in lesson one, I will have the class as a whole come up with four reasons why knife skills are important. By prompting them but letting them come up with the answers on their own, it gives the students the opportunity to express whether or not they are understanding the learning target.

In lesson two, the students will express their understanding of the learning targets by collaborating with their table groups to come up with answers to which ingredients supply each nutrient from a sandwich (on the worksheet given to them). Then, as we discuss each ingredient of the sandwich and the nutrient that it provides, the students will be asked to give three more examples of foods that they believe provide this nutrient. This is a good informal way for me to check their understanding of the learning target so far, and for them to express their level of understanding to me. As they transition to the cooking part of the lesson, students will be able to express to me their understanding of the learning target when I go around and check on their progress. During this time, they will be able to either ask me questions in a smaller setting, or explain that they understand by demonstrating the correct processes in making the stir-fry. When the students are eating their stir-fry at the end of class, they will be given the opportunity to informally discuss the stir-fry. They can talk about taste, what was difficult, what went well, and address their predictions about whether or not the stir-fry has all the essential nutrients. All of these opportunities allow the students to discuss and inform me of how their understanding of the learning targets is progressing.

Lesson three is dedicated to review, and assessing whether or not the students understood the essential nutrients, why they are important, and where they can find them in food. During the discussion and review, students will be encouraged to provide feedback on how their understanding of the learning target is going. They will be given several questions about the topics that I want them to understand. I will also ask them if they feel comfortable identifying nutrient sources from different foods. On the basis of that answer, I will give them the assessment, where they will analyze a recipe of their choice and tell me which ingredients provide specific nutrients. From these answers, they will have the opportunity to express whether or not they understood the learning target. On the assessment, they will answer why this information is important to know for their lives and rate their understanding of the content on a scale of 1-5, mentioning things that they understood well as well as things that needed more work.

2a. Summary of students' prior knowledge

At this point in the quarter, the students will have had a brief introduction to nutrition because we have studied proteins and fats, doing lab experiments that correlated with each of those topics. They know a little bit about the fact that those things are nutrients, but they do not yet know the number of essential nutrients, why nutrients are essential for our body, or how to identify many food sources that different nutrients come from. I'm hopeful that some of the students have previous knowledge of nutrients and simple ideas like meat provides protein, and carbohydrates are usually associated with bread. However, these will be introductory questions to further the discussion into deeper understanding of the subject. Throughout the unit, the students will be learning to identify what the six essential nutrients are. However, the main learning that I want to take place will be for the students to be able to identify what nutrients are provided in different kinds of food that could be found in any recipe. My goal for them at the end of the unit will be to pick out any recipe and, individually, be able to identify which nutrients are provided from that meal. For knife skills, students will have already learned the parts of the knife, how to care for knives, how to hold a knife, and how to dice an onion. With this information still new, many of the students will probably not have mastered the hand placement of "the claw" (a way in which to hold your less dominant hand while cutting vegetables) and the correct way to handle a knife safely. A few of the students who have previously had Food Science 1 will have done this before, as well as two of my students who have parents that are restaurant owners or employees. I am expecting that these four students will be leaders in their groups and be able to demonstrate the skills correctly to their peers. However, I predict that most of my students will be at a more beginning level and new to the practice of knife skills. When starting, the students will have a range of previous knowledge about how to handle a knife based on what they do at a home. I will do my best to address previous misconceptions (holding your finger on top of the blade, placing your less dominant hand in the path of the knife, and peeling towards you instead of away) and model the correct way to use and handle the chef's knife. As the unit continues, the students should be able to feel comfortable in showing the correct way to handle a knife, and state why knowledge of knife cuts are important. With the central focus in mind, the students will be learning to replicate and demonstrate the julienne style cut, the chiffonade cut, and the diagonal slice. They will also be learning to explain the reasoning behind knife skills and will be able to address that knife skills are an important part of the kitchen experience for safety reasons, to create aesthetic appeal, to provide efficiency when cooking, and to allow vegetables to cook evenly.

2b. Summary of student assets

My students have mentioned how their families influence their knowledge of food and nutrition choices. Many students have families who regularly cook, one student's family is on the paleo diet, one student has a father who is a Sioux chef at an Italian restaurant, another has a vegetarian family, and another student has parents who own two restaurants. In my classroom I also have a student that is an active wrestler, a volleyball player, girls on the track/cross country team, and football and basketball players. This class alone is full of many different personalities and interests that are always fun to incorporate in discussion and learning.

3a. Selecting learning activities based on prior knowledge and other assets

Knowing the "Funds of Knowledge" that my students are bringing to the classroom everyday has really helped guide my learning tasks and materials. Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez are theorists that introduced the idea of Funds of Knowledge. It is a process where teachers become learners, and really make a goal to know their students lives outside of the classroom. With this information, teachers can identify with the students on a level that connects their interests, family life, and unique culture and connect this knowledge to the learning targets in the classroom. I have found that knowing the students' funds of knowledge has become a great asset when instructing and encouraging learning. Student's knowledge of food from the cultures that they have at home bring immense amounts of discussion about topics that I would never be able to anticipate for a lesson. However, allowing the students to guide the discussion adds uniqueness to the classroom that aides to the student's overall understanding. For example, the vegetarian student may know a lot more about tofu than the other students, and will probably be able to help me out during a discussion to provide real life experience for the other students to grasp the ideas and learn more realistically about tofu and protein. My student who is a wrestler, although often unhealthy in decisions about food in order to make weight has a deep understanding of nutrition and the ways in which certain foods will affect our bodies. He has been a

student that often brings that outside knowledge into our classroom discussions, and I am expecting that he will be a helpful resource for classroom discussion about essential nutrients, as well as be a helpful resource to his classmates. For the knife skills lesson, my student whose parents own two breakfast restaurants is far ahead of the other students in knowledge of cooking and knife skills, and I can predict he will be a good resource for my other students, hopefully by modeling the correct skills in his smaller group setting after seeing me do it. Placing him in the same group with my student who is an English Language Learner works well because he is able to model correct methods of instruction, and genuinely cares and helps his group learn.

3b. Selecting learning activities for the whole-class and individuals

My instructional strategies include a lot of modeling, taking one task at a time, peer grading, individual instruction, and using leaders within kitchen groups. Knowing how to handle a knife, and basics about the knife will allow the students to focus on observing and practicing one specific knife cut at a time. This will be a good strategy, especially for my IEP students who have a hard time following direction if projects or tasks are too large. Then, sending students to their kitchens and allowing them to practice knife skills individually as well as practicing cooking as a whole demonstrates my understanding of John Dewey's theory, allowing the students to thrive, experience, and interact with the curriculum in a way that helps them take part in their own learning, by literally taking it into their own hands.

I will also have each student be graded by a peer on his or her knife cuts. I think this strategy will be effective in helping with classroom management- giving each student something to do even though only one or two will be cutting at a time. I also think this strategy is good, because peers can be helpful teachers, especially my few students that have taken Food Science before, and when I am helping a different group or focusing on helping the groups where my IEP students need individualized instruction, my students in other kitchen groups can continue teaching each other and leading their groups in the right direction. For my one English Language learner, I have found that demonstration and actions in the kitchen have really helped him understand what to do, because the language barrier goes away, and modeling becomes a perfect way to help him understand. By demonstrating to the class, providing a good peer leader in his kitchen group, and then making sure I check in on him and that kitchen group when they are practicing their knife cuts I think will really help. Having a lab environment works really well for me to focus on individualized instruction for the students that need a second demonstration, or need prompting and scaffolding while working. It also provides a great opportunity for my students who are ahead and excelling to be leaders and examples to other students. As for lesson two, the discussion part of the lesson will also provide good instructional benefits. When in a classroom discussion, I will make sure to model as best I can by providing a worksheet that looks just like the student's worksheet, and writing on it and displaying it as the class comes up with the answers. This will help students stay focused on paying attention, and will also provide an extra reinforcement of the material, if they feel they need to go back and look it over, or they missed a concept during the discussion. For lesson three, I think allowing the students to pick their own cookbooks gives them more opportunity to be creative, and be involved in their own learning process which I think will engage them in the material more and help them stay present in the lesson and learning targets.

3c. Resources for getting help on learning targets (Washington state only)

Students will identify resources to support their progress throughout the unit by listening and observing resources that I offer them. For example, for learning knife skills in lesson 1, students will have the opportunity to observe my demonstration of each vegetable cut underneath the document projector as a resource. I will also provide them with the resource of a worksheet that gives them space to draw a picture of what the cuts should look like and take any notes that would be helpful to them when they are in their kitchen units, practicing on their own. Another resource they have in the classroom is their peers. In the knife skills lesson, by making the students grade each other on their knife cuts, I am giving them the opportunity to observe how their peers do things differently or the same as they would. In lesson two, I will deliberately ask the students to collaborate with each other, providing peers again as a resource, as a table group to come up with ideas and answers that they think are beneficial to the conversation. This will be during discussions when I ask students to collaborate and discuss which ingredients provide the different essential nutrients in a sandwich. The students also know, that I am available as a resource as well, whether that be through asking me questions in a lecture or independent working structure, or in their kitchens. They often call me over to show me what they are doing or to ask a question, using me as a resource during their cooking. I also mention several times during cooking that students should refer to their recipe, which contains most of the information they need to create an

exceptional product. In lesson three, they will know to use their background knowledge of nutrients and the cookbooks around the classroom as a resource because I will tell them that these things will be necessary in order to complete the assessment.

3d. Managing misconceptions

Many of my students are wary of their own kitchen skills. I do my best to address this by giving them opportunities to really feel prepared to enter the kitchen and know what to do. I will do this by allowing them to read their recipe beforehand and planning out who will do which task when they arrive in their kitchen units. For knife skills, many of the students are unaware of the correct hand placement that they should be using for safety. I predict that most of the students will find the new hand positioning (the claw) uncomfortable and try to cut the vegetables in different ways, like placing their fingers on the blade or putting their less dominant hand in the way of the blade. I will do my best address and correct these misconceptions by having the students peer grade each other, making hand placement on the knife one of the criteria for a good score. I will also walk around the room during this time and correct students when I see the wrong thing being done, instructing them to use the right hand placements. I'm not sure what the misconceptions will be in regards to the essential nutrients, but I can guess that the students will not know that there are six, or that water is an essential nutrient. I will address this by mentioning that it is a tricky one to identify as an essential nutrient because it is not a food, and I will guide the discussion, giving clues and reinforcing the correct answers when students come up with them.

4a. Identifying the language function

The language function that is essential for these learning tasks related to my central focus is explain. Although there are other language functions that are used throughout the learning segments, explaining is something that the students will need to be able to do in every step of the central focus and the learning targets that are presented. They will need to explain how they are demonstrating the knife skills, explain what the essential nutrients are and why they are essential, and explain in their assessment why they believe a given recipe does or does not contain all of the essential nutrients.

4b. Learning activities enabling practice with the language function

In lesson 3, Day 3, the students will be given an assessment that asks them to list at least 10 ingredients in a recipe of their choosing, and then be able to identify which nutrients those specific ingredients provide. Explaining, their language function will come into play when the students are asked if the recipe they chose has all of the essential nutrients. The question will then expand, requiring deeper thought from the students when they are asked to explain why or why not their specific recipe has all of the essential nutrients. In this step it is expected that the students will be able to specifically explain why their recipe does indeed contain all of the nutrients, or if not, explain what they could add to the recipe to make it a recipe containing all of the essential nutrients.

4c. Additional language demands

Given the language function and the learning task mentioned above, students will need to know several key academic terms that associate with this lesson. First, they will need to know what "essential nutrients" means, which we will address in the first lesson so that students will know that essential nutrients refers to the term for the nutrients our body cannot provide without consuming from food. They will also need to know the names of the six individual nutrients and be able to have a solid understanding of each one. These include carbohydrates, protein, fat, vitamins, minerals, and water. I'm fairly sure that most of my students will have all heard these words before in some context but I think there will be some struggle grouping these things together into the six essential nutrients, as well as difficulty with what each nutrient means relatively. They may struggle with the meanings behind each nutrient and in turn identifying them to a specific food. However, with the help of the learning tasks throughout the week, and going over other recipes and identifying nutrients, I am confident that students will be able to not only identify which foods provide certain essential nutrients, but also be able to gather these facts together into an explanation supported with reason and justification. Being able to justify and respond to questions through explanation, both in classroom discussion, and

in written assessment, students will be displaying discourse, helping to maximize their learning by giving them the opportunity to explain, speak, and write authoritatively about this topic.

4d. Supporting language use

Prior to this learning task, students will be given several instructional supports. They first will be accustomed to a type of assessment where they are asked to explain their reasoning for certain questions from previous assignments. During this unit, students will be given instructional support through classroom conversation and exploration of the material with peers whenever they are asked to collaborate with students at their table. The first time they will be given the opportunity to do this will be during review, at the beginning of each lesson, which reinforce ideas from the class that we have learned in previous days. By giving the student the expectation that I will often ask for them to explain why, and go deeper into their explanation after their answers when in a classroom discussion, they should also be learning to explain their answers well in a written format also. I have also found that students are more engaged and aware of the material being presented when they are provided with some sort of instructional support in the form of a worksheet or note-taking sheet. The worksheet that I will provide in lesson two will be the first major start of the instructional support that the students will receive about the essential nutrients. This will be the worksheet displaying a picture of a sandwich. On this worksheet I will ask them to come up with each answer, and as they do, I will project and display a copy of what they are doing, so that they know what to write on their sheets, helping them remember the topic. However, the material and discussion will all be student driven, I will mainly be a facilitator. This first worksheet will be a large instructional support for them because it will be the first chance for them to identify what the six nutrients are, and start identifying, in groups, what ingredients of the sandwich displayed provides certain nutrients. Another main instructional support that students will receive besides conversation, prompting from me, and a worksheet having them identify the nutrients will be the conversation linking our specific recipe that we make as a class (stir-fry) to the notion of essential nutrients. This will mainly be done in a conversational environment, but I will provide the food labels of certain ingredients for students to look at to show the nutrient content of foods we used within the stir-fry. This will help them continue to explore their notions about which nutrients are provided by foods, but will also give them a sense of proof or grounding in why certain foods contain those nutrients, instead of just believing it because I tell them. For example, I will ask the students what they think rice provides nutrient wise. I am assuming they will be able to guess that rice provides carbohydrates, and I will then further their instructional support by showing a white rice label, as well as a brown rice label and seeing the differences in nutrients as well as carbohydrate content. All of these things, as well as general instruction and prompting from me verbally, will assist the students in understanding the academic language that will be necessary for them to know for the learning activity and assessment.

5a. Assessing student learning

My planned informal assessments include a few different strategies for each lesson. For lesson one, monitoring the student's understanding by asking them to provide a thumb scale (up, middle, down) in terms of how they felt about knife skills will be one way in which I informally assess their progress of the material. Based off of that information, I may decide to continue or revisit knife skills again in a different unit. I will also informally assess them by having them peer grade each other. This will motivate them to do well, as well as provide me with a general understanding of where the students think they are on progress with the specific knife skills. If one stands out as harder than the other, I will most likely readdress the cut in a future unit. These informal assessments, associated with the progress of knife skills definitely provide direct evidence of career and technical skills that the students are developing. In lesson two, I will informally assess the students by monitoring their responses to the questions and conversations about essential nutrients. I will also monitor their physical progress in the kitchens as they are cooking the stir-fry, reflecting on any questions they may have during cooking, and seeing that they are accurately performing the cooking tasks. This will tell me how helpful my demonstration of cooking the stir-fry was, as well as address how well my instruction is going within the discussion about essential nutrients. Their cooking skills also demonstrate their understanding of career and technical skills. The conversation based topics and discussion will address the student's progress of understanding about family and consumer science relevant topics, specifically nutrition and essential nutrients. In lesson three, I will formally assess the students. In this assessment the students will need to display their ability to explain and problem solve. The main question of the assessment will be, "does the recipe you chose provide all of the essential nutrients?" I will monitor whether or not the students learned how to identify food sources of nutrients by having them explain why

it is they think that their recipe does or does not contain all of the nutrients and what they could do to make it provide all of the essential nutrients if it doesn't already. This formal assessment will mainly demonstrate the student's ability to problem solve. If they cannot identify all the nutrients, they will need to determine how they will provide an ingredient that would make the recipe complete by using their reasoning and problem solving skills.

5b. Adapting lessons

From my planned assessments, I believe that every type of learner will have the opportunity to demonstrate their learning. Advanced students, specifically my students who have taken food science previously, will be able to display their knowledge of knife skills by demonstrating for their peers and being peer reviewed on the accuracy of their knife cuts and knife handling skills. For a few of my students with IEP's, one of their accommodations is to allow extra time if needed. I will provide this for them in the formal assessment, giving an allotted time to all of the students to finish, but with the opportunity for students who finish first to work on something else, which allows the IEP students to continue testing without interruption or distraction. I also think that by allowing students to choose the recipe they will use for their assessment, they will be more excited to analyze it, as well as be able to choose for themselves the level of difficulty of the assessment based on the recipe and ingredients they are choosing to identify. I think this allows for differentiation of instruction, letting each individual student make his or her own learning choices, while still being an assessment that is measurable. I will also be informally assessing students as I walk around the room when they are in their kitchen units. This gives me the opportunity to gauge where they are at with the learning targets, and be able to individually instruct them if necessary. This gives me the opportunity to help the students with individual learning needs like my English language learner, on a closer level to make sure that he is also understanding the material.

5c. Student reflection (Washington state only)

Students will be able to show student voice during instruction to raise awareness of where we are at in the learning target by providing a thumb scale (up, middle, down). This strategy helps me to know where the class is at as a whole, and if they are all feeling uncomfortable with the target, it will let me know if I need to address it further. Students will also be able to elicit student voice by seeking me out during kitchen times, if needed. I will also ask them all questions on their progress when they are in their kitchen units. This allows me to focus on 1-4 students at a time, which means I can more accurately address the concerns of that specific group when addressing their questions and concerns and progress with the learning targets. Also, as a part of the formal assessment, I will have the students rate their own individual progress of the learning targets for the unit on a scale of one to five. I will also then provide a space for them to write what they think they did well on and what they think they need more work on. This will allow me to gauge individual learning progress by more than just a score. Knowing how the students feel about their own progress will help me understand how I can further help that specific student meet the learning targets.

5d. Strategies to promote student self-assessment (Washington state only)

Students will use the peer grades that their kitchen peers will give them in lesson one to monitor their progress on knife skills, based off of what their peers think. They will also be able to measure their learning progress of the identifying essential nutrients by being able to come up with examples of other food sources of nutrients besides the ones provided to them on the sandwich worksheet. There will be spots for them to write these in, and they will hopefully be able to track their progress throughout that activity. Also for lesson two, the students will be able to track their career and technical skill progress by determining whether or not they made a good stir-fry. Many times after utilizing our kitchen units, students will be proud of what they created. This will show them that they have indeed made progress in these new career and technical skills. For lesson three, the written assessment will provide a spot for the students to write in how they think their overall understanding for the unit went, as well as what they could work on. This will give them a chance to reflect on what was taught, what they think they progressed on, as well as what they think needs more work.