

Culinary Arts 1 & 2

Little Chute
Family and Consumer Science
Grades 9 - 12, 1 Credit

Course Overview

Culinary Arts is a class designed for beginner chefs. Students will gain skills and explore topics such as, safety and sanitation, utensil and food preparation terms, measuring basics, steps in reading a recipe, the importance of various ingredients, nutrition, and world foods. Along with classroom instruction, students participate in many hands-on activities including labs in which they apply their knowledge to the actual culinary setting. Culinary Arts w2 ill allow students to apply their knowledge from Culinary Arts 1 and learn about Hospitality and Food Service.

Scope and Sequence

Timeframe	Unit	Instructional Topics
6 Day(s)	Unit 1- Safety and Sanitation	1.1: Kitchen Safety 1.2: Sanitation 1.3: Food Borne Illness
4 Day(s)	Unit 2 - Comparison Shopping	2.1: Generic vs. Brand Name 2.2: Supermarket Persuasion 2.3: Shopping Activity 2.4: Supermarket Field Trip
3 Day(s)	Unit 3- Kitchen Utensils	3.1: Utensils
5 Day(s)	Unit 4 - Reading and Following a Recipe	4.1: Reading a Recipe 4.2: Abbreviations 4.3: Measuring
3 Day(s)	Unit 5- Cutting Techniques	5.1: Proper Knife Cutting 5.2: Prepare Foods Using a Knife 5.3: Fruit and Vegetable Classification
3 Day(s)	Unit 6- Food Preparation Terms	6.1: Food Preparation Terms
5 Day(s)	Unit 7- The Purpose of Ingredients	7.1: Ingredient Chemistry
3 Day(s)	Unit 8- Nutrition	8.1: Food Labels and Content Claims 8.2: Baking in Fat Substitutes 8.3: Obesity in the United States
5 Week(s)	Unit 9- Food Service	9.1: Front of House 9.2: Pantry Station

		9.3: Chef Station 9.4: Bake Station 9.5: Beverage Station 9.6: Food Presentation
4 Week(s)	Unit 10- Hospitality	10.1: Evolution of Hospitality 10.2: Restaurant Business 10.3: Hotel Hospitality 10.4: Food and Beverage Director
8 Day(s)	Unit 11- Final Demonstrations and Manuals	11.1: Manuals 11.2: Final Demonstrations
Ongoing	Unit 12- Thinking Maps to Organize and Remember	12.1: Circle Map 12.2: Bubble Map 12.3: Double Bubble Map 12.4: Tree Map 12.5: Flow Map 12.6: Multi-Flow Map 12.7: Brace Map 12.8: Analogy or Bridge Map 12.9: Multiple Feature Map
Ongoing	Unit 13- Technology Integration	13.1: Technology Standards
Ongoing	Unit 14- Literacy Integration	14.1: Reading Applications 14.2: Writing Applications 14.3: Speaking and Presentation
Ongoing	Unit 15- Strategies to Build One's Own Vocabulary	15.1: Logging With Words and Images 15.2: Chaos to Categories 15.3: Rate and Log 15.4: Pencil to Publish 15.5: Vocabulary Dice 15.6: Merge and Fork
Ongoing	Unit 16- Strategies to Comprehend Concepts	16.1: Synthesizing 16.2: Questioning
Ongoing	Unit 17- Reading and Language Integration	17.1: Reading and Language Arts

Essential Understandings

Enduring Understandings:

Handle and operate kitchen tools appropriately.
Apply kitchen safety principles to real situations.
Demonstrate selection, storage, preparation and presentation of food.
Demonstrate an understanding of nutrients, their functions for wellness.
Demonstrate how to measure ingredients and follow a recipe for a successful product.
Demonstrate nutritious meal planning for various situations.
Practice proper table setting, etiquette and service for various situations.
Explore opportunities in the culinary industry
Gain knowledge of the career/educational opportunities available to them.
Demonstrate the personal and social responsibility skills needed to obtain and retain employment.
Explore the food service and hospitality industry.
Discover importance and proper applications of sanitation and safety standards.
Practice proper procedures for purchasing and receiving quality products.
Identify various products by appearance and taste.
Discover various methods of food preparation for a variety of products.
Comprehend a recipe, convert yields, interpret cooking methods/techniques, and become proficient at recipe analysis.
Develop interpersonal skills by utilizing teamwork and exhibiting leadership in all aspects of the kitchen.
Display the ability to effectively manage their time in the kitchen and classroom.

Academic Vocabulary

See attachment on the front of the course

Prerequisites

Culinary Arts A must be successfully completed before a student may continue in Culinary Arts B.

Materials and Resources

TEXTBOOKS, RESOURCE MATERIALS, MEDIA SUPPORT:

The Professional Chef by John Wiley and Sons, 9th edition (2011), and The Art and Science of Culinary Preparation by Jerald W. Chesser, first edition (1992), along with a Classroom Resource Library consisting of computer software, culinary and industry magazines, cookbooks, videos, and instructor handouts.

Course Details

UNIT: Safety and Sanitation -- 6 Day(s)

Description

In the safety and sanitation unit, the students learn the rules and regulations that go along with cooking for others, as well as for themselves.

TOPIC: Kitchen Safety -- 1 Day(s)

Learning Targets

Describe basic first aid used in the kitchen: including choking, burns, cuts, and CPR

Assessment: Role Play (S)

Multiple Features Map (F) (S)

Research and present information on 12 food borne pathogens

Assessment: Presentation (S)

TOPIC: Sanitation -- 1 Day(s)

Learning Targets

List and describe the five steps of handwashing

Assessment: Teacher Observation (F)

Flow Map (F) (S)

List kitchen sanitation rules

Assessment: Student record of lab observation (S)

Tree Map (F)

Bridge Map (F)

TOPIC: Food Borne Illness -- 3 Day(s)

Learning Targets

Research and present information on 12 food borne pathogens

The students research the pathogens and create stories or skits that include required information. They will then present their story or skit to the class.

Assessment: Presentation (S)

UNIT: Comparison Shopping -- 4 Day(s)

Description

Students learn how to comparison shop. This process includes how to compare unit price and products. This process also expects student to purchase products at a local grocery store taking into account how advertising plays a role in their choice of product.

TOPIC: Generic vs. Brand Name -- 1 Day(s)

Learning Targets

Compare and contrast prices of generic versus brand name foods

Assessment: Double Bubble (F)

Describe the difference in quality between generic and brand name foods/drinks

Assessment: Teacher Observation (F)

Double Bubble (F) (S)

TOPIC: Supermarket Persuasion -- 1 Day(s)

Learning Targets

List techniques supermarkets use to ensure profit and success

Students will learn these persuasions through the video, "*Supermarket Persuasion*"

Assessment: Reflection (S)

TOPIC: Shopping Activity -- 1 Day(s)

Learning Targets

Apply their money management knowledge and purchase food for one cooking lab

Assessment: Shopping experience (S)

TOPIC: Proper Knife Cutting -- 1 Day(s)

Learning Targets

Explore the supermarket first hand, comparing and contrasting prices for ten required items

The class takes a field trip to the local grocery store (Piggly Wiggly) so the students who are unfamiliar with the store will begin to familiarize themselves with the layout. They also receive a behind the scene tour as well as gain valuable information on saving tips and pricing items.

Assessment: Reflection (S)

UNIT: Kitchen Utensils -- 3 Day(s)

Description

Students will learn about the utensils that are used in the kitchen. They will be able to name and define each utensil.

TOPIC: Utensils -- 3 Day(s)

Learning Targets

Identify and define different utensils that are found in the kitchen

Assessment: Chart (S)

UNIT: Reading and Following a Recipe -- 5 Day(s)

Description

Students will be able to read a recipe and understand the difference between ingredient and steps/procedures. They will learn proper measuring techniques and know common abbreviations.

TOPIC: Reading a Recipe -- 3 Day(s)

Learning Targets

Identify the four steps to successfully reading a recipe

Assessment: Teacher Observation (F)

TOPIC: Abbreviations -- 1 Day(s)

Learning Targets

Recognize and define common recipe abbreviations

Assessment: Lab evaluation (S)

Bridge Map (F) (S)

TOPIC: Measuring -- 1 Day(s)

Learning Targets

Explain how conversions are used when measuring and show proper conversion techniques

This includes ounces to cups, pints to gallons, etc...

Assessment: Teacher observation (F) (S)

Conversion activity (S)

Practice and demonstrate the proper way to measure dry and liquid ingredients

Assessment: Teacher observation (F)

Cooking labs (F) (S)

UNIT: Cutting Technique -- 3 Day(s)

Description

Students learn the right way to hold their chef's knife and proper cutting technique. They will see illustrated examples and tutorials on the basic knife cuts.

TOPIC: Proper Knife Cutting -- 1 Day(s)

Learning Targets

Demonstrate the proper way to hold a knife

Assessment: Teacher Observation (F)
Demonstrate how to protect your fingers from being cut

Assessment: Teacher Observation (F)

TOPIC: Prepare Foods Using a Knife -- 1 Day(s)

Learning Targets

Demonstrate mincing, dicing, julienning, cubing, and mashing various fruits and vegetables

Assessment: Cutting Demonstration (S)
Identify different ways to cut foods when preparing meals

Assessment: Teacher Observation (F)

TOPIC: Fruit and Vegetable Classification -- 1 Day(s)

Learning Targets

Classify a food as a fruit or a vegetable according to common preparation and science

Assessment: Classification (S)
Tree Map (F) (S)
Multiple Features Map (F) (S)

UNIT: Food Preparation Terms -- 3 Day(s)

Description

Students will learn common food preparation terms and what they are.

TOPIC: Food Preparation Terms -- 3 Day(s)

Learning Targets

Identify six or more food preparation terms in a recipe and prepare a meal using correct technique

Assessment: Lab Evaluation (S)
Flow Map (F)
Rate and Log (F) (S)
Logging Words and Images (F) (S)
Merge and Fork (F)

Match food preparation terms with definitions

Assessment: Teacher Observation (F)
Rate and Log (F) (S)
Merge and Fork (F) (S)
Logging Words and Images (F) (S)

UNIT: The Purpose of Ingredients -- 5 Day(s)

Description

Students will learn to identify key ingredients used in culinary applications. Using exceptional quality ingredients and sensory evaluation, students gain a broad knowledge of "foundation ingredients" such as salt, sugar, herbs, spices, artisan cheeses, and greens.

TOPIC: Obesity in the United States -- 1 Day(s)**Learning Targets**

Practice, explain and apply the basic functions of leavening agents

Assessment: Lab Evaluation (S)

Tree Map (F)

Flow Map (F)

Making Connections (F)

Summarize the importance of sugar, flour, yeast, salt, and egg in a variety of recipes

Assessment: Lab Evaluation (S)

Making Connections (F)

UNIT: Nutrition -- 3 Day(s)**Description**

Students study the basic fundamental aspects of nutrition, by learning to read and comprehend food labels, discover fat substitutes and gain an overall understanding of America's obesity problem.

TOPIC: Food Labels and Content Claims -- 1 Day(s)**Learning Targets**

Analyze and define the different parts of the food label

Assessment: Teacher Observation (F)

Multiple Features Map (F) (S)

Rate and Log (F) (S)

Merge and Fork (F) (S)

Define the regulations associated with content claims

Assessment: Regulations (F)

Logging Words and Images (F)

Tree Map (F) (S)

Explain how to read a food label

Assessment: Label Analysis (S)

List the laws involved with the Nutrition Label Act.

Assessment: List of Laws (S)

Tree Map (F) (S)

Recognize the correlation between reading food labels and obesity.

Assessment: Teacher Observation (F)
Circle Map (F) (S) with FoR

TOPIC: Baking with Fat Substitutes -- 1 Day(s)

Learning Targets

Differentiate between the types of fats and fat substitutes and demonstrate their use

Assessment: Lab Evaluation (S)
Multiple Features Map (F) (S)

TOPIC: Obesity in the United States -- 1 Day(s)

Learning Targets

Study the causes and effects of obesity

Assessment: Teacher Observation (F)
Making Connections (F) (S)
Rank Order (F) (S)
Multiple Features (F)
Tree Map (F)

UNIT: Food Service -- 5 Week(s)

Description

The purpose of this unit is to assist students to identify the operational procedures of food service. While in the front of house, students learn proper customer service and guest relation skills through serving, hosting, and cash register operation. Working in the back of the house, students are rotated through kitchen stations: these include the bake station, beverage station, chef station, pantry station, and hot station. A variety of cooking methods are used in each station on a daily basis. Students utilize proper time management skills along with sanitation and safety skills to prepare, serve, and efficiently operate the café

TOPIC: Front of House -- 5 Day(s)

Description

During this topic, students practice customer service and guest relation skills.

Learning Targets

Identify, explain, and demonstrate techniques of "front-of-the-house" responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering

Assessment: Teacher Observation (F)
Self Reflection (F)
Peer Feedback (F)

Recognize the needs of diverse populations as they perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.) and handle customer complaints

Assessment: Teacher Observation (F)

Self Reflection (F)
Peer Feedback (F)

Demonstrate station organization, storage, menu comprehension, and sanitation principles as they apply to food and beverage operation

Assessment: Lab Evaluation (S)

Identify, demonstrate, and utilize fundamentals of customer service

Assessment: Teacher Observation (F)

Exercise appropriate dining room management and customer service techniques

Assessment: Teacher Observation (F)

Practice proper customer service and guest relation skills through serving, hosting, and cash register operation

Assessment: Teacher Observation (F)

Demonstrate the importance of local and seasonal products in the professional food and beverage industry

Assessment: Teacher Observation (F)

Determine career options in a variety of food and beverage operations

Assessment: Peer Observation (F)

Self Reflection (F)

TOPIC: Pantry Station -- 5 Day(s)

Description

Students rotate through the pantry area where cold foods such as salads, dressings, and sandwiches are prepared.

Learning Targets

Apply the techniques in the pantry area where cold foods such as salads, dressings, and sandwiches are prepared

Assessment: Teacher Observation (F) (S)

Self Reflection (F)

Peer Feedback (F)

Recognize standards of quality as well as prepare and creatively present pantry station items

Assessment: Lab Evaluation (S)

Demonstrate mincing, dicing, julienning, cubing, and mashing various fruits and vegetables

Assessment: Cutting Demonstration (S)

Identify different ways to cut foods when preparing meals

Assessment: Teacher Observation (F)

Identify six or more food preparation terms in a recipe and prepare a meal using correct technique

Assessment: Lab Evaluation (S)

Flow Map (F)

Rate and Log (F) (S)

Logging Words and Images (F) (S)

Merge and Fork (F)

Recall basic safety principals required in the kitchen

Assessment: Teacher Observation (F)

Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance

Assessment: Chart (S)

Multiple Features (F) (S)

Tree Map (F)

TOPIC: Chef Station -- 5 Day(s)

Description

In the chef station, hot utilities are prepared for service in the café such as meats, poultry, fish, vegetables, casseroles, soups, sauces, and gravies. A variety of cooking methods are used in each station on a daily basis.

Learning Targets

Explain and demonstrate the function of the chef station as hot utilities are prepared for service in the café such as meats, poultry, fish, vegetables, casseroles, soups, sauces, and gravies

Assessment: Teacher Observation (F)

Essay (S)

Practice dry heat cooking, such as roasting, broiling or sautéing

Assessment: Teacher Observation (F) (S)

Peer Feedback (F)

Self Reflection (F)

Practice moist heat cooking, like braising, steaming or poaching

Assessment: Teacher Observation (F)

Self Reflection (F)

Peer Feedback (F)

List categories of lipids (fats and oils) based on physical state and dietary sources, examine the functions of lipids (fats and oils) in food preparation, and analyze the nutritional impact of lipids (fats and oils) in the diet

Assessment: Teacher Observation (F)

Multiple Features Map (F) (S)

Unit Exam (S)

Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products as well as fruits and vegetables

Assessment: Teacher Observation (F)

TOPIC: Bake Station -- 5 Day(s)

Description

The bake station is where quick breads, yeast breads, cookies, pies, cakes, glazes, icings, and frosting are made.

Learning Targets

Describe the difference in quality between generic and brand name foods/drinks

Assessment: Teacher Observation (F)

Double Bubble (F) (S)

Recognize and define common recipe abbreviations

Assessment: Lab evaluation (S)

Bridge Map (F) (S)

Explain how conversions are used when measuring and show proper conversion techniques

This includes ounces to cups, pints to gallons, etc...

Assessment: Teacher observation (F) (S)

Conversion activity (S)

Explore and explain the purpose and function of baking ingredients on a daily basis

Assessment: Teacher Observation (F)

Self Reflection (F)
Tree Map (F)
Multiple Features Map (F)
Explain and demonstrate the leavening process in baking

Assessment: Teacher Observation (F)
Flow Map (F)
Practice, explain and apply the basic functions of leavening agents

Assessment: Lab Evaluation (S)
Tree Map (F)
Flow Map (F)
Making Connections (F)
Identify and explain the various leavening agents used in baking

Assessment: Teacher Observation (F)
Bridge Map (F)
Circle Map (F)
Rate and Log (F)
Demonstrate mincing, dicing, julienning, cubing, and mashing various fruits and vegetables

Assessment: Cutting Demonstration (S)
Develop bake station baking methods where quick breads, yeast breads, cookies, pies, cakes, glazes, icings, and frosting are made

A variety of baking methods are used in this station on a daily basis
Assessment: Teacher Observation (F)
Self Reflection (F)
Peer Feedback (F)

TOPIC: Beverage Station -- 5 Day(s)

Description

In the beverage station both hot and cold beverages are prepared.

Learning Targets

Demonstrate, in the beverage station, preparing both hot and cold beverages

Assessment: Teacher Observation (F)
Self Reflection (F)

Classify and describe methods of preparation and service of non-alcoholic beverages

Assessment: Teacher Observation (F)
Tree Map (F) (S)

Prepare and present beverage items to meet creativity aspects, as well as, quality standards

Assessment: Teacher Observation (F)
Presentation (S)

Recognize and define common recipe abbreviations

Assessment: Lab evaluation (S)
Bridge Map (F) (S)

TOPIC: Food Presentation [Ongoing]

Description

Prepare and present food and beverage items to meet creativity aspects, as well as, quality standards.

Learning Targets

Explain the role of the five senses in cooking, presenting, and eating food

Assessment: Lab Evaluation (S)

Describe how the four basic tastes (salty, sweet, sour, and bitter) can affect the appeal of food

Assessment: Peer Observation (F)

Partitioned Circle Map (F)

Tree Map (F)

Explain how color, texture, temperature, and balance affect the visual appeal of plated food

Assessment: Teacher Observation (F)

Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation

Assessment: Presentation (S)

UNIT: Hospitality -- 4 Week(s)

Description

Students will learn hospitality skills as they develop and demonstrate communication, leadership and employability skills while running the Mustang Cafe.

TOPIC: Evolution of Hospitality -- 8 Day(s)

Description

The student will explain the elements of the hospitality industry.

Learning Targets

Explain the elements of the hospitality

Assessment: Teacher Observation (F)

Apply various reading and language arts concepts throughout the course

Assessment: Teacher Observation (F)

Thinking Maps (F) (S)

Vocabulary Tools (F) (S)

Comprehension Strategies (F) (S)

Apply various technology standards throughout the term

Assessment: Technology Applications (F) (S)

Classify a food as a fruit or a vegetable according to common preparation and science

Assessment: Classification (S)

Tree Map (F) (S)

Multiple Features Map (F) (S)

Create a "Beginner cook" manual that includes information and recipes from the course

Assessment: Cookbook (S)

Critique peer demonstrations

Examine at what they did well and what needs to be improved

Assessment: Peer Feedback (F)

Demonstrate the proper way to hold a knife

Assessment: Teacher Observation (F)

Describe the evolution of the hospitality industry

Assessment: Making Connections (F) (S)

First Thoughts (F) (S)

Rank Order (F) (S)

Describe the history of restaurants

Assessment: Making Connections (F) (S)

Rank Order (F) (S)

First Thoughts (F) (S)

Relate the evolution of the lodging and food service industry to world events

Assessment: Teacher Observation (F)

Multi Flow Map (F) (S)

TOPIC: Restaurant Business -- 1 Week(s)

Description

Discover the history and development of the restaurant business, list factors that influence concept, marketing, and classifications of restaurants, outline the development of a restaurant chain, and identify different characteristics of chain and independent restaurants.

Learning Targets

List factors that influence concept, marketing, and classifications of restaurants.

Assessment: Tree Map (F) (S)

Making Connections (F) (S)

Demonstrate competency in the pantry area where cold foods such as salads, dressings, and sandwiches are prepared

Assessment: Teacher Observation (F)

Demonstrate proper customer service and guest relation skills through serving, hosting, and cash register operation

Assessment: Teacher Observation (F)

Describe the difference in quality between generic and brand name foods/drinks

Assessment: Teacher Observation (F)

Double Bubble (F) (S)

Develop bake station baking methods where quick breads, yeast breads, cookies, pies, cakes, glazes, icings, and frosting are made

A variety of baking methods are used in this station on a daily basis

Assessment: Teacher Observation (F)

Self Reflection (F)

Peer Feedback (F)

Practice dry heat cooking, such as roasting, broiling or sauté
ing

Assessment: Teacher Observation (F) (S)

Peer Feedback (F)

Self Reflection (F)

Practice, explain and apply the basic functions of leavening agents

Assessment: Lab Evaluation (S)

Tree Map (F)

Flow Map (F)
Making Connections (F)
Apply the techniques in the pantry area where cold foods such as salads, dressings, and sandwiches are prepared

Assessment: Teacher Observation (F) (S)
Self Reflection (F)
Peer Feedback (F)

Explain how conversions are used when measuring and show proper conversion techniques

This includes ounces to cups, pints to gallons, etc...

Assessment: Teacher observation (F) (S)
Conversion activity (S)

Explain how to read a food label

Assessment: Label Analysis (S)

Recall basic safety principals required in the kitchen

Assessment: Teacher Observation (F)

Outline the development of a restaurant chain

Assessment: Brace Map (F) (S)

Flow Map (F) (S)

Identify different characteristics of chain and independent restaurants

Assessment: Tree Map (F) (S)

Multiple Feature Map (F) (S)

TOPIC: Hotel Hospitality -- 3 Day(s)

Description

The student will review the organizational components of a hotel.

Learning Targets

Describe the functions of the departments and responsibilities of key executives, trace the guest cycle and current guest needs and discuss the role of service in the hospitality industry

Assessment: Bridge Map (F)

Flow Map (F)

Tree Map (F)

Unit Exam (S)

TOPIC: Food and Beverage Director -- 1 Week(s)

Description

The student will explore the functions of the food and beverage department.

Learning Targets

Define the functions of the food and beverage department, describe the duties of a food and beverage director, and study computations using key food and beverage operating ratios

Assessment: Double Bubble (F) (S)

Tree Map (F) (S)

Multiple Features Map (F) (S)

UNIT: Final Demonstrations and Manuals -- 8 Day(s)

Description

Students make food manuals demonstrating their learning during Culinary Arts A. They demonstrate a basic recipe producing a food show incorporating facts and statistics learning during first term.

TOPIC: Manuals -- 2 Day(s)

Learning Targets

Create a "Beginner cook" manual that includes information and recipes from the course

Assessment: Cookbook (S)

TOPIC: Final Demonstration -- 6 Day(s)

Learning Targets

Critique peer demonstrations

Examine at what they did well and what needs to be improved

Assessment: Peer Feedback (F)

Plan a cooking demonstration

Assessment: Demonstration (S)

Flow Map (F) (S)

UNIT: Thinking Maps to Organize and Remember -- Ongoing

Description

As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

TOPIC: Circle Map [Ongoing]

Description

- Seeking context
- Generate relevant information

Learning Targets

Students will solve analogies.

TOPIC: Bubble Map [Ongoing]

Description

- Attributes
- Traits
- Properties
- Description

Learning Targets

Students will organize attributes, traits, properties or descriptions with a bubble map.

TOPIC: Double Bubble Map [Ongoing]

Description

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

Learning Targets

Students will compare and contrast using a double bubble map.

TOPIC: Tree Map [Ongoing]

Description

- Classification
- Main Idea/Details
- Persuasive
- Theme

Learning Targets

Students will construct a Tree Map to classify or sort main ideas from details.

TOPIC: Flow Map [Ongoing]

Learning Targets

Students will organize sequences, develop timelines and show chronological order.

TOPIC: Multi-Flow Map [Ongoing]

Learning Targets

Students will organize cause and effect information and make predictions.

TOPIC: Brace Map [Ongoing]

Learning Targets

Students will organize information for technical writing.

Students will organize information from whole to part.

Students will recognize physical relationships of an object.

TOPIC: Analogy or Bridge Map [Ongoing]

Learning Targets

Students will compare and reason analogies.

Students will organize information by attributes, traits or properties.

TOPIC: Chaos to Categories [Ongoing]

Learning Targets

Students will classify multiple sources of information.

Students will organize information by attributes, traits or properties.

UNIT: Technology Integration -- Ongoing

TOPIC: Technology Standards [Ongoing]

Learning Targets

Apply various technology standards throughout the term

Assessment: Technology Applications (F) (S)

UNIT: Literacy Integration -- Ongoing

TOPIC: Reading Applications [Ongoing]

Learning Targets

Demonstrate knowledge of academic vocabulary

Use content reading skills when choosing and reading a book to children in the child care setting

Use reading skills as applied to the Child Care text

TOPIC: Writing Applications [Ongoing]

Learning Targets

Apply the Six Trait writing model in a variety of situations

TOPIC: Speaking and Presentation [Ongoing]

Learning Targets

Participate in discussions

Present projects to the class

UNIT: Strategies to Build One's Own Vocabulary -- Ongoing

Description

These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

TOPIC: Logging With Words and Images [Ongoing]

Description

When students use **Log of Words** and Images as a strategy throughout the instructional cycle, they benefit in the following Ways:

- Clear up confusions or explain ever-changing understandings
- "Slow down" to wrestle with the tougher parts or focus on the important parts
- Heighten awareness of how one thinks as concepts evolve
- Solidify understandings

Learning Targets

Students will explain ever-changing understandings and reshape schema.

TOPIC: Chaos to Categories [Ongoing]

Description

When students use **Chaos to Categories** as a strategy throughout the

Instructional cycle, they benefit in the following ways:

Connect new learning to make meaning.

Create visual cues of what is being read.

Periodically evaluate their understanding

Learning Targets

Students will develop thinking about relationships between concepts and solidify their understandings.

TOPIC: Rate and Log [Ongoing]

Description

When students use **Rate and Log** as a strategy throughout the instructional cycle, they benefit in the following ways:

Clear up confusions or explain ever-changing understandings

"Slow down" to wrestle with the tougher parts or focus on the important parts

Heighten awareness of how one thinks as concepts evolve

Confirm, build upon or reshape schema

Solidify understandings

Learning Targets

Students will explain ever-changing understandings and reshape schema.

TOPIC: Pencil to Publish [Ongoing]

Description

Pencil to Publish is used when students are asked to recall everything they know or think they know about a particular topic, they are improving their skills in becoming more independent readers and focusing on some critical reading strategies:

Connecting new knowledge to make meaning.

Thinking ahead to what might be coming in the text.

Regularly evaluating their own understanding.

Having a plan for how to approach a task.

Learning Targets

Students will connect new knowledge to make meaning and think ahead while reading.

TOPIC: Vocabulary Dice [Ongoing]

Description

When students use ***Vocabulary Dice*** as a strategy throughout the instructional cycle, they benefit in the following ways:

Clear up confusions or explain ever-changing understandings

"Slow down" to wrestle with the tougher parts or focus on the important parts

Heighten awareness of how one thinks as concepts evolve

Allow more deeply developed thinking about relationships between concepts

Solidify understandings

Learning Targets

Students will develop relationships between concepts.

TOPIC: Merge and Fork [Ongoing]

Description

The ***Merge and Fork*** is used when students are asked to compare people, items, or concepts they are thinking about what might be similar or different about the two. By practicing this strategy students are improving their skills in becoming more independent readers and focusing on some critical reading strategies:

Connecting new knowledge to make meaning.

Regularly evaluating their understanding.

Occasionally summarizing what is read.

Having a plan for how to approach the reading task.

Learning Targets

Students will complete the vocabulary tool by comparing and recording similarities and differences.

UNIT: Strategies to Comprehend Concepts -- Ongoing

TOPIC: Synthesizing [Ongoing]

Description

Benefits of **SYNTHESIZING**:

- uses schema to help understand new information
- uses schema to enrich interpretations
- prioritizes thinking
- allows deep thinking about relationships between concepts
- clears up confusion
- confirms schema
- builds and creates new schema
- solidifies understandings
- develops awareness of thinking
- expands thinking
- allows for consideration of larger issues and ideas
- results in questioning, inferring and connecting

Learning Targets

Students will show ownership of Rank Ordering strategy.

Rank Ordering strategy will support positive thinking, deeper thinking, solid understandings, and consideration of larger issues and ideas.

Students will show ownership of the Key Word strategy

Key Concept:

When students use the **Key Word** Strategy, they pause after each paragraph or small chunk of text and select a word or short phrase that best represents the main message in that portion of text. Students will benefit in a variety of ways:

- Students must pause frequently and consider the content of what was just read. This slows reading pace.
- Students make a conscious effort to identify the most important information in each paragraph.

By slowing down and thinking about the information, children are more likely to incorporate new knowledge into their prior knowledge.

Students will show ownership of the Making Connections strategy.

Clears up confusion

Confirms and reshapes schema

Heightens awareness of one's thinking

- Information I KNEW
- Information I LEARNED
- Merge and write an overview of new understandings

TOPIC: Reading and Language Arts [Ongoing]

Learning Targets

Students will show ownership of First Thoughts and Revised Questions strategy

This strategy helps students wrestle with tougher parts, probe into new areas, formulate new beliefs, and draw conclusions.

Students will show ownership of Questions Searching For Answers strategy.

This strategy helps students explain ever changing understandings, draw conclusions and wrestle with new information.

Students will show ownership of Two Page Note Taking strategy

This strategy helps students slow down and focus on important parts, practice note taking strategies, analyze information and draw new conclusions.

UNIT: Reading and Language Integration -- Ongoing

TOPIC: Reading and Language Arts [Ongoing]

Learning Targets

Apply various reading and language arts concepts throughout the course

Assessment: Teacher Observation (F)

Thinking Maps (F) (S)

Vocabulary Tools (F) (S)

Comprehension Strategies (F) (S)