

**VIDEO CHEF**

<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>IT/ENTREPRENEURSHIP</i>	<i>Semester, Alternating Days (45 days)</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>7 and 8</i>	<i>2022</i>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
	<i>11/15/2022</i>
<b>PRIMARY RESOURCE if applicable</b>	

**DESIRED RESULTS**

**COURSE DESCRIPTION AND PURPOSE**

In this innovative, blended curriculum course, students design and participate in a reality TV cooking show and competition. Students work in teams to develop fundamental kitchen skills, explore recipes, and create dishes all while recording, editing, and producing their very own show. Students will improve collaboration, communication, and technical skills, all while whipping up fun in the kitchen!

<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in Health Science, Human Services, and Information Technology Career Clusters?  How do teams efficiently and effectively solve problems in an increasingly complex world?  What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?  What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?  How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?  What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

**PRIORITY CAREER & TECHNICAL STANDARDS**

*Students will be skilled at...*

**Creativity, Critical Thinking, Communication and Collaboration**

**4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**

- a: I develop effective resolutions for a given problem, decision or opportunity using available information.
- b: I develop and implement a resolution for a new situation using personal knowledge and experience.

**Career Development**

**CD4: Students will identify and apply employability skills.**

- a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
- b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
- c: I identify and exhibit traits for retaining employment.
- d: I develop positive relationships with others.

**Information, Media, Technology**

**IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**

- a: I choose appropriate sources of data and information for a given purpose.
- b: I determine the relevance, validity and timeliness of data and information.
- c: I select relevant information necessary for making decisions and solving problems
- d: I apply data and information to communicate ideas and create new opportunities.

**PRIORITY CONTENT STANDARDS**

*Students will know...*

**Standard AP2: Students will create computational artifacts using algorithms and programming**

**Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.**

**Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.**

**Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.**



THE BASICS		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is communication and collaboration important?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Information, Media, Technology</b>		
<b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b>		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.5.m: I can use information sources to support an argument, idea or initiative.	Focus notetaking
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.5.m: I can demonstrate ability to gather information from electronic and non-electronic sources.	One Pager
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	Pair Share
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Standard AP2: Students will create computational artifacts using algorithms and programming</b>		
I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community		
I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).		
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Careers
How can camera angles/movement enhance the aesthetic quality of my videos?	Film example shots and link in doc table.	camera, iPad, USB cords, green screens, mics,
How can editing software be used to create a video production?	create a video that utilizes text, audio, applies camera angles and movement, sequencing and transitions	Video editing software

THE TECHNIQUES		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
<b>ESSENTIAL QUESTION (s)</b> What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		<b>Success Criteria with Standards</b> The criteria for evaluating performance on standards is constant.
How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
<b>PRIORITY CAREER &amp; TECHNICAL STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Creativity, Critical Thinking, Communication and Collaboration</b> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>		SW engage in a performance tasks observed by the Teacher who will provide feedback in the form of conferring or written observation.
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	C2.a.9.m: I can explain how different resolutions may be appropriate under different circumstances. 4C2.a.10.m: I can explain the process for choosing an action or making a decision.	Student (Self) Reflection
<b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.</b>	CS1.e: I can demonstrate skills needed for product development, testing and presentation.	
<b>SUPPORTING CONTENT STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>FSDN1.f Demonstrate food science, dietetics, and nutrition management principles and practices</b>	FSDN1.f.9m: Practice writing recipes FSDN.1.f.6m: Identify food preferences for individuals and families	Student-created recipe
<b>Stage 3: Learning Activities</b>		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
<b>GUIDING UNIT QUESTIONS</b> Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	<b>STRATEGIES/ACTIVITIES</b> What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	<b>RESOURCES/MATERIALS</b> This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How can I modify a recipe properly in order to create my own food product?	Students will create a one pager about the 7 parts of a recipe, definitions of each, and examples of each.	<a href="#">7 parts of a recipe</a>
What are the key elements of a (good) recipe?	Different colored pens to annotate a (poor) recipe for revisions	Cooking Challenge #1 recipe focuses on creating a recipe with a template - recipe example <a href="#">here</a>
What are food preparation terms / techniques and how can I demonstrate them?	Knife skills challenge	
Explain why it is important to write the step by step directions in chronological order?	Student (Self) Reflection	<a href="#">How to read a recipe lesson plan</a> Sautéed Greens Recipe to modify
	*Possible ideas: Grilled cheese recipe/note taking	Reflection form example link <a href="#">here</a>
	Direction Following Activity (AVID ACTIVITY) link?	
	(JP) Passport used to monitor students' application of knowledge within our learning space(s) and is also used to provide immediate Formative Feedback (teacher initials each benchmark on the passport).	
	(JP) Communication & Collaboration should increase when students know their specific role and description of tasks/responsibilities within their team. <b>(Quiz 1 - Canvas - Roles/Responsibilities)</b>	
	(JP) <b>Cooking Challenge #1</b> (recipe focuses on technical skills and application)	
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Careers

THE TECHNIQUES		
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<b>ESSENTIAL QUESTION (s)</b> What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		<b>Success Criteria with Standards</b> The criteria for evaluating performance on standards is constant.
How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
<b>PRIORITY CAREER &amp; TECHNICAL STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Information, Media, Technology</b> <b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b>		
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.3.m: I can evaluate the relevance and reliability of various sources of information.	Know - Want to know - Learned
	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	30 second Expert
<b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Standard AP2: Students will create computational artifacts using algorithms and programming</b>	I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community  I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).	
<b>Stage 3: Learning Activities</b> A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
<b>GUIDING UNIT QUESTIONS</b> Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	<b>STRATEGIES/ACTIVITIES</b> What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	<b>RESOURCES/MATERIALS</b> This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How can specific camera angles, shots or movement create the best narrative?	create a demonstration video given a variety of camera angles , shots, and movement clips	multiple video files, audio files,
How can editing software be used to create a video production?	create a video that utilizes text, audio, applies camera angles and movement, sequencing and transitions	Adobe Rush, WeVideo
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Careers

THE CHALLENGE		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
<b>ESSENTIAL QUESTION (s)</b> What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		<b>Success Criteria with Standards</b> The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
<b>PRIORITY CAREER &amp; TECHNICAL STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Career Development</b> <b>CD4: Students will identify and apply employability skills.</b>		SW engage in a performance tasks observed by the Teacher who will provide feedback in the form of conferring or written observation.
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.3.m: I can demonstrate self-discipline, self-worth, positive attitude and integrity.	
	CD4.a.4.m: I can demonstrate flexibility and willingness to learn new knowledge and skills.	
d: I develop positive relationships with others.	CD4.d.3.m: I can interact with others in a respectful and non-judgmental manner.	
	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	Recipe Annotation, Lab Plan, Self-Score/Reflection
<b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.</b>	CS1.e: I can demonstrate skills needed for product development, testing and presentation.	
<b>SUPPORTING CONTENT STANDARDS &amp; Learning Targets</b>		<b>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>FSDN1.f Demonstrate food science, dietetics, and nutrition management principles and practices</b>	FSDN1.f.10.m Develop new food products	Recipe Annotation, Lab Plan, Self-Score/Reflection
<b>Stage 3: Learning Activities</b>		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
<b>GUIDING UNIT QUESTIONS</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>RESOURCES/MATERIALS</b>
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How can I modify a recipe properly in order to create my own food product?	explicit instruction on the L.A.U.N.C.H. design process Students will receive a recipe with parts missing, and use their prior knowledge to identify those missing parts.	Defined Learning/Careers 7 parts of a recipe video with a <a href="#">worksheet and video</a>
How can planning, collaboration, and personal responsibility improve the quality of projects in classroom environment and the workplace environment?	(JP) <a href="#">Lab Plan - Roles</a>	Annotate the recipe(s) and identify each <a href="#">person's role</a> (use initials) Here. Recipe template <a href="#">here</a>
	<a href="#">AVID RECIPE PLAN TEMPLATE #1</a>	Challenge 2 reflection <a href="#">form</a>
	<a href="#">AVID RECIPE PLAN TEMPLATE #2</a>	
	*Ideas: "How To" videos (step by step demonstration of how to make a recipe	
	**Challenges don't have to be a full video production	
Predict what would happen if your group did not define roles in the kitchen before a cooking challenge?	<a href="#">Know Your Role</a>	<a href="#">Know Your Role</a>

THE CHALLENGE		
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Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Career Development</b> CD4: Students will identify and apply employability skills.		
d: I develop positive relationships with others.	CD4.d.3.m: I can interact with others in a respectful and non-judgmental manner.	Pair Share
	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	Give one - Get one
<b>Information, Media, Technology</b> IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.5.m: I can demonstrate ability to gather information from electronic and non-electronic sources.	Compare Contrast
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.3.m: I can evaluate the relevance and reliability of various sources of information.	Notice - Wonder Chart
	IMT1.c.4.m: I can contrast the appropriateness of data and information from different sources for different purposes.	Focused Notetaking
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Standard AP2: Students will create computational artifacts using algorithms and programming</b>		
	I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community	
	I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).	
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.
Predict what would happen if your group did not define roles as a "Tech" before a challenge?	Timelines created with students Socratic Circle Peer Conferencing	Peer conferencing form
What are the elements required in each of the phases of production (pre-production, production, and post-production) and why are they important?	Assign roles Create New Video	Graphic Organizers Daily Canvas Course Review Roles / Responsibilities Video Editing Software Recording devices
How do we improve/refine our work?	Review Challenge Rubric Viewing Day Peer Feedback	Rubric Peer Feedback form
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Careers



THE APPLICATION		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Career Development</b> <b>CD4: Students will identify and apply employability skills.</b> d: I develop positive relationships with others.		SW engage in a performance tasks observed by the Teacher who will provide feedback in the form of conferring or written observation.
	CD4.d.3.m: I can interact with others in a respectful and non-judgmental manner.	Peer evaluation
	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	Lab plan with roles and responsibilities
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.</b>	CS1.e: I can demonstrate skills needed for product development, testing and presentation.	
SUPPORTING CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>FSDN1.e: Demonstrate use of current technology in food product development and marketing</b>	FSDN1.e.6.m: Prepare food for presentation and assessment	Competition Voting
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
If you had an opportunity to open a food truck, what process would you use to determine the food you would serve? How would you determine your audience?	Food Truck Project? Create a community component where other students / classes come see our food trucks and products. *We could incorporate (a list of) Costa's Questioning for spectators to use during the presentations.	John Spencer, LAUNCH Cycle/LAUNCH Process
How can planning, collaboration, and personal responsibility improve the quality of projects in classroom environment and the workplace environment?	<a href="#">(JG) Challenge 2 Refelction Form</a>	<a href="#">(JG) Recipe template that demnstrate cooperative behavior in their group</a>
What is the LAUNCH PROCESS and how can I apply it to this project?		
	WCTC field trip - cullinary arts program	
	*Ideas: Field Trip to a food trucks, guest speaker (s)	
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Careers

THE APPLICATION		
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What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
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a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.5.m: I can use information sources to support an argument, idea or initiative.	Collaborative learning groups
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.3.m: I can demonstrate how information analysis can be used to identify entrepreneurial opportunities. IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	Focused Notetaking 30 Second Expert
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Standard AP2: Students will create computational artifacts using algorithms and programming</b>	I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community  I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).	
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How can you use technology to express yourself through computational creation?	Brainstorming session with group	Video Editing Software
What are the elements required in each of the phases of production (pre-production, production, and post-production) and why are they important?	Storyboard Basics of Marketing and Advertising Script Filming	Video Editing Software online storyboard creation camera, microphone
How can you influence your audience using advertising techniques?	Show videos in cafeteria during lunches to promote VC	Video Editing Software
	explicit instruction on the L.A.U.N.C.H. design process	Defined Learning/Defined Careers

Priority Standards	CHEF 1	TECH 1	CHEF 2	TECH 2	CHEF 3	TECH 3	CHEF 4	TECH 4
<b>Creativity, Critical Thinking, Communication and Collaboration</b> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b> a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	ab		a				cd	
<b>Career Development</b> <b>CD4: Students will identify and apply employability skills.</b> a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.					ad			
<b>Information, Media, Technology</b> <b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b> a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.		a		c		bc		abcd
<b>Standard AP2: Students will create computational artifacts using algorithms and programming</b>		x		x		x		x
<b>Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.</b>								
<b>Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.</b>								
<b>Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.</b>	x		x		x		x	