

**PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT**

**Pascack Hills High School, Montvale, NJ  
Pascack Valley High School, Hillsdale, NJ**

**Course Name: Daily Food Preparation and Nutrition Skills II**

Born On: August, 2015  
Previous Revision: July, 2020  
Current Revision: August, 2023  
Board Approval: 8/28/23

## Introduction: Daily Food Preparation & Nutrition Skills II

The Daily Food Preparation and Nutrition Skills II Course is the sequel to the first year of Daily food Preparation and Nutrition Skills. This course is designed to review, reinforce and expand upon what they learned in the first year. The ultimate goal is for students within the Pascack Valley Regional High School District to acquire food selection, handling, preparation, and nutrition skills necessary for living on their own after high school. Topics will include safety, reading a recipe, reading a label, measuring, knife skills, food preparation, nutrition, meal planning, and maintaining a healthy lifestyle. The course will include group work, guest speakers, videos, shopping trips, Internet research, and many hands-on activities.

### **Standard 9: Career Readiness, Life Literacies and Key Skills**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

**Vision:** To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

**The Standards:** Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

**The following content statements can be integrated into any of the adopted Family & Consumer Science strands:**

- **The 12 Career Ready Practices**

*These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*

- **9.1 Personal Financial Literacy**

*This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

*This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*

- **9.3 Career and Technical Education**

*This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

- **9.4 Life Literacies and Key Skills**

*This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship

- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

*The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.*

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)

### **Family & Consumer Science and Technology Indicators**

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

**The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:**

#### **8.1 Educational Technology**

- Understand and use technology systems.

- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

## **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

**Instructional resources** are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? [https://cte.careertech.org/sites/default/files/CRPC\\_4pager.pdf](https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf)

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

## **Assessments**

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

### **9.1 Personal Financial Literacy**

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences

- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

## 9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
  - Content mastery (which standards are being assessed)
  - Analysis of content
  - Skills development
  - Connections between and among essential learnings
  - Connections between the past, present, and the future
  - Interdisciplinary connections
  - Diversity in student learning styles and needs
  - Opportunities for democratic participation
2. How are goals of instruction and assessment related?
  - Are the goals for learning actually being assessed?
  - To what degree are we asking students to extend learning?
  - Can students transfer their learning to a new situation?
  - Does the assessment reflect what is valued instructionally?
  - Does the assessment benefit the learner by informing teaching practices?
  - Does the assessment allow for a variety of learners to demonstrate their understanding?
3. What should you consider as you develop criteria for scoring?
  - How many ways can students demonstrate they have learned the material?
  - How will students be scored?
  - How will the needs of a variety of learners be addressed with this assessment?
  - Does the scoring tool reflect the learning goals?
4. What are the most constructive assessment designs and methods for music educators?
  - Performance assessment
  - Authentic assessment
  - Authentic instruction
  - Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation

- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

*Authentic assessment can include (but are not limited to) the following:*

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

## **Differentiation/Modifications**

**Curriculum Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate



- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

<p>Gifted and Talented (content, process, product and learning environment)</p>	<p>Multilingual Learners</p>	<p>Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</p>	<p>Students at Risk of School Failure</p>
<p><b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</b></p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p><b><i>Sample Differentiation Strategies and Techniques that apply to FACS</i></b></p> <p><b>Acceleration:</b></p> <p>Acceleration can be achieved through the following:</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking</p>	<p>Participation in and benefit from Family &amp; Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<ul style="list-style-type: none"> <li>● flexible pacing</li> <li>● content acceleration</li> <li>● early entrance to school</li> <li>● multi-age classes</li> <li>● compacting</li> <li>● college coursework/portfolio</li> </ul>	<p>the language before using the language spontaneously.</p>	<p>systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p><b>Preparation for the Student</b></p> <ul style="list-style-type: none"> <li>● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.</li> <li>● Have students retell in their own words before attempting the task.</li> <li>● Allow bilingual teachers to reiterate key concepts in simple English or student’s language.</li> </ul> <p><b>Preparing students for the lesson:</b></p> <ul style="list-style-type: none"> <li>● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</li> <li>● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students’ language proficiency level. Avoid jargon and idiomatic speech.</li> <li>● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom</li> </ul>	<p><b>Classroom Organization:</b> Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p><b>Instructional Presentation:</b> The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information</p>	<p><b>Classroom Organization:</b> Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p><b>Instructional Presentation:</b> The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare</p>

	<p>objects. Students encounter new academic vocabulary in music.</p> <ul style="list-style-type: none"> <li>• <i>Concept</i> <i>Development</i>-Students will be learning about instruments, rhythm, and many new concepts.</li> <li>• <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.</li> </ul>	<p>(Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>· Preview materials to increase interest</li> <li>· Use organizing tools highlight key ideas</li> <li>· Use questioning techniques to elicit prior knowledge Prompts</li> <li>· Mnemonics</li> <li>· Repeat and clarify directions</li> <li>· Segment techniques and task analysis</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>· Dramatization</li> <li>· Props/manipulatives to relate to experience</li> <li>· Simulations</li> <li>· Games/puzzles to generalize information</li> </ul>	<p>students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>· Preview materials to increase interest</li> <li>· Use organizing tools highlight key ideas</li> <li>· Use questioning techniques to elicit prior knowledge Prompts</li> <li>· Mnemonics</li> <li>· Repeat and clarify directions</li> <li>· Segment techniques and task analysis</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>· Dramatization</li> <li>· Props/manipulatives to relate to experience</li> <li>· Simulations</li> <li>· Games/puzzles to generalize information</li> </ul>
	<p><b>Prepare Instruction</b></p> <ul style="list-style-type: none"> <li>• Eliminate peripheral information.</li> </ul>	<p><b>Instructional Monitoring:</b> Frequent monitoring of the performance and progress of students with</p>	<p><b>Instructional Monitoring:</b> Frequent monitoring of the performance and progress of</p>

	<ul style="list-style-type: none"> <li>● Translate abstract to concrete.</li> <li>● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos.</li> <li>● Use KWL Charts</li> <li>● Slowly expand the amount of material being learned.</li> <li>● Maintain consistent classroom procedures/routines for prediction and comfort level.</li> <li>● Share routine expectations.</li> <li>● Assign buddies/peer tutors to assist with acclimation to the school environment.</li> <li>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.</li> </ul>	<p>disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> <li>· Goal Setting</li> <li>· Anecdotal records</li> <li>· Portfolios</li> <li>· Videos</li> <li>· Audio Tapes</li> <li>· Student Contracts</li> </ul>	<p>students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> <li>· Goal Setting</li> <li>· Anecdotal records</li> <li>· Portfolios</li> <li>· Videos</li> <li>· Audio Tapes</li> <li>· Student Contracts</li> </ul>
	<p><b>Instructional Supports:</b> Hands-on materials</p> <ul style="list-style-type: none"> <li>● bilingual dictionaries</li> <li>● visual aids</li> <li>● teacher made adaptations, outlines, study guides</li> </ul>	<p><b>Student Motivation:</b> Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal</p>	<p><b>Student Motivation:</b> Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or</p>

- varied leveled texts of the same content

**Teaching Strategies**

- Simplify vocabulary/sentence structure.
- Provide concrete examples with hands--on activities.
- Elaborate understanding using “think aloud” demonstrations
- Build associations/connections between the new and known.
- Use a variety when presenting materials.
- Summarize with visual and auditory materials.

**Enhance Vocabulary**

- Start a picture dictionary or file.
- Pre Teach appropriate vocabulary.
  - Label objects in room.

**Sample Resources: Can Do Descriptors -**  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Colorin Colorado -**  
<http://www.colorincolorado.org/educators/>

**WIDA -** <https://www.wida.us/>

activities.

**Student Response:**

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.

**Response Procedures**

- Extended time
- Provide practice exercises
- Interpret/Interpreter
- Peer-teach
- Provide choices to students

**Sample Resources:** EduTopia

alone, hands-on activities, and multimodal activities.

**Student Response:**

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.

**Response Procedures**

- Extended time
- Provide practice exercises
- Interpret/Interpreter
- Use preferred response mode (written, dictated, or oral) Response Formats
- Peer-teach
- Provide choices to students

## Pacing Guide

<b>Daily Food Preparation &amp; Nutritional Skills II</b>	
Unit 1: Intro to Course	1 week
Unit 2: The Foods Lab	3 weeks
Unit 3: Safety and Use of Utensils and Appliances	2-3 weeks
Unit 4: Reading a Recipe/Understanding Abbreviations/Culinary Terms	1-2 weeks
Unit 5: Proper Knife skills	3-4 weeks
Unit 6: Meal Planning and Preparation	13-15 weeks
Unit 7: Nutrition	3-5 weeks
Unit 8: Special projects	4 weeks
Unit 9: Shopping	2 weeks

## Daily Food Preparation and Nutrition Skills II

Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b><u>Intro to Course</u></b></p> <p>Students will:</p>	<ul style="list-style-type: none"> <li>Students complete a pre-test to establish knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Recipes</li> <li>Fruit and Oat</li> </ul>	<ul style="list-style-type: none"> <li>Quiz results</li> <li>Practical Assessment</li> <li>Students videos</li> </ul>	<p><a href="#">Standard 9.2</a></p> <p><a href="#">Standard 9.3</a></p> <p><a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>Establish what they already know and identify knowledge and skills students and teachers expect to be acquired during the second year of this course.</li> <li>Re-acquaint with the teacher and other students in the class.</li> <li>Prepare course notebooks.</li> </ul>	<p>they remember from last year. (Test to include quiz and student demonstrations such as measuring and following a simple recipe, ex. fruit and oat squares)</p> <ul style="list-style-type: none"> <li>Students create a video of them preparing a simple recipe, they will repeat at the end of the year to determine any improvements.</li> <li>Reacquainting activity</li> <li>Students create a list of what they want to learn.</li> <li>Teacher will hand out Course requirements and expectations.</li> <li>Students bring in cookbooks, organize with dividers, change cover if desired.</li> </ul>	<p>Squares recipe from "Silly Snacks" pg. 64 or a recipe from last year, mini pizzas, Bread sticks etc.</p> <ul style="list-style-type: none"> <li>Laptops</li> <li>Students cookbooks</li> <li>Handout of course requirements and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Student cookbooks</li> </ul>	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>The Foods Lab</u></b></p> <p>Students will:</p>	<ul style="list-style-type: none"> <li>Have students do a scavenger hunt where they find questions and answer them. <ul style="list-style-type: none"> <li>What do you need to wash dishes?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scavenger hunt questions and set up</li> <li>Handout on Safe Food Handling and Danger Zone</li> <li>Worksheet or matching game What</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet Responses</li> <li>Poster Boards</li> <li>Safety worksheet</li> <li>Quiz</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>● Review safety and health procedures in the foods lab.</li> <li>● Review proper lab procedures and responsibilities.</li> <li>● Identify guidelines for proper food handling and use correct methods for storing foods and using them safely in the kitchen.</li> <li>● Understand and practice the correct way to wash hands and dishes in the foods lab.</li> <li>● Create a list of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>○ What would you do if your dish towel/sponge smells bad?</li> <li>○ Where would you find a sponge/dish towel if you do not have one in your kitchen?</li> <li>○ What are some ways that people get hurt in the kitchen?</li> <li>○ What can be done to prevent people from getting sick from the food we prepare?</li> <li>○ What can you do to keep the food labs safe and clean?</li> </ul> <ul style="list-style-type: none"> <li>● Discuss safe handling of food, danger zone, how to identify spoiled food, how to store food.</li> <li>● Divide class into three groups- <ul style="list-style-type: none"> <li>○ One group of students create a poster on the correct way to wash your hands</li> <li>○ Second group creates a poster on the correct way to wash dishes.</li> </ul> </li> </ul>	<p>is safe/sanitary vs. what is not safe/sanitary.</p> <ul style="list-style-type: none"> <li>● Poster Board and Markers</li> <li>● Videos/Presentations on on Safety and Sanitation</li> <li>● Safety Worksheet</li> <li>● Quiz</li> <li>● Recipes</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ Third group creates a poster on how to keep food safe.</li> <li>● Have students watch a video on safety and sanitation and answer the questions in the video</li> <li>● Safety worksheet</li> <li>● Students create a list of classroom rules for the kitchen labs.</li> <li>● Quiz on Safety and Sanitation</li> <li>● Graded lab - Chocolate Chip Applesauce Snacking Cake (use for Back to school night)</li> </ul>			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b><u>Content Theme: Identify and Safely Use Utensils and Appliances</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify many different cooking utensils, kitchen</li> </ul>	<ul style="list-style-type: none"> <li>● For each utensil/appliance students find a picture and provide a definition. These can then be printed out and used for a matching game.</li> <li>● Groups of two students are assigned an appliance and a utensil. They will create a visual and report to the class on the following:</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Construction paper and markers</li> <li>● List of items for scavenger hunt</li> <li>● Pictures and a bag for the game.</li> <li>● Meringue cookie recipe.</li> </ul>	<ul style="list-style-type: none"> <li>● Picture and definition of appliances/utensils</li> <li>● Presentation to class on utensil/appliance</li> <li>● Labs</li> <li>● Responses to Critical Thinking Questions</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<p>appliances and describe their function.</p> <ul style="list-style-type: none"> <li>● Explain and practice the safety precautions for various appliances and cooking utensils.</li> <li>● Use correct measuring utensils accurately.</li> <li>● Correctly operate common appliances: microwave, blender, toaster, can opener, oven, electric chopper, knife sharpener, food processor, and kitchenAid Mixer.</li> <li>● Correctly select and use common kitchen utensils: peeler, grater, pizza cutter, spatulas, measuring spoons and cups, knives and cutting boards.</li> </ul>	<ul style="list-style-type: none"> <li>○ how to use correctly</li> <li>○ how not to use</li> <li>○ safety issues</li> </ul> <ul style="list-style-type: none"> <li>● Scavenger Hunt to find where utensils and appliances are located in the classroom.</li> <li>● Game-Students pick a picture of a utensil or appliance out of a bag and they have to identify it, tell how it is used, and any safety precautions.</li> <li>● Review and practice correct measuring. Set up measuring stations around the room and have students practice measuring. (Compare the difference between correctly measured ingredients and incorrectly measured ingredients)</li> <li>● Teacher demo and student lab - Meringue cookies. Review of mixer operation, oven use, reading a recipe, measuring, and separating eggs.</li> <li>● Teacher demo and student lab - Milkshakes or smoothies. Review of blender, measuring, and reading a recipe</li> <li>● Review of microwave, paring knife, grater, measuring, and cutting board, students prepare quesadillas and stuffed potatoes. (students grate cheese)</li> <li>● Student Lab- Parmesan Potato fries. Review use of</li> </ul>	<ul style="list-style-type: none"> <li>● Variety of Milkshake and Smoothie recipes for students to choose from.</li> <li>● Quesadilla recipe "The Everything Kids Cookbook" pg.40</li> <li>● Broccoli-Stuffed Baked Potato recipe "The Everything Kids Cookbook" pg. 87</li> <li>● Parmesan Potato Fries "The Everything Kids Cookbook" pg. 88</li> <li>● Quiz - identifying utensils, appliances, safety issues, and uses. What measuring utensil would be used for various jobs and how to measure accurately.</li> </ul>		
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	<ul style="list-style-type: none"> <li>peeler, measuring spoons, spatula, and oven.</li> <li>● Critical Thinking and Problem Solving Questions <ul style="list-style-type: none"> <li>○ What would you do if a casserole spilled in the oven?</li> <li>○ What would you do if water started boiling over on your stove?</li> <li>○ How can you prevent splattering in the microwave?</li> <li>○ If a pan catches on fire what would you do?</li> <li>○ Why would you use a cutting board?</li> <li>○ What is a safe way to hand a knife to another person?</li> </ul> </li> </ul>			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>Reading a Recipe and Understanding Common Abbreviations and Culinary Terms</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify and define abbreviations and terms found in recipes.</li> </ul>	<ul style="list-style-type: none"> <li>● Abbreviation and culinary terms matching games.</li> <li>● Students create cooking terms and abbreviations glossary for cookbooks.</li> <li>● Give each student a cooking term and they create a short video clip on the term and its definition. Videos combined in a learning tool for the class to watch.</li> <li>● Cooking Term and Abbreviation Bingo game</li> </ul>	<ul style="list-style-type: none"> <li>● Matching games worksheet or computer</li> <li>● Laptops - Table to create cooking terms glossary</li> <li>● Laptops for video clips</li> <li>● Teacher created learning tool from their video clips</li> <li>● Bingo</li> </ul>	<ul style="list-style-type: none"> <li>● Cooking terms glossary for cookbook</li> <li>● Video clips on cooking terms</li> <li>● Answers to the questions embedded in video clips</li> <li>● Practical Lab- complete a recipe</li> <li>● Lab rubrics</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>● Establish and practice a routine for completing recipes.</li> <li>● Follow a simple recipe in sequence to completion.</li> </ul>	<ul style="list-style-type: none"> <li>● As a class create a chart on the sequential steps to complete a recipe and what information to look for in the recipe. <ul style="list-style-type: none"> <li>○ Read recipe</li> <li>○ Prepare grocery list</li> <li>○ Shop</li> <li>○ Assemble ingredients needed</li> <li>○ Assemble equipment needed</li> <li>○ Preheat</li> <li>○ Follow directions</li> <li>○ Clean up</li> <li>○ Evaluate</li> </ul> </li> <li>● Each student must complete a simple recipe from beginning to end following all of the above steps to completion.</li> </ul>	<ul style="list-style-type: none"> <li>● Poster board and Markers for chart</li> <li>● Simple recipes for students to create following the sequential steps.</li> </ul>		
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>Proper Knife Skills</u></b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>● Properly hold a knife and cut fruits and vegetables.</li> <li>● Identify other ways to cut and chop fruits and vegetables without using a knife.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch Jacques Pepin Video on Knife Skills.</li> <li>● Teacher demo- how to hold a knife and chop, dice, mince.</li> <li>● With adult supervision students practice using a knife to cut celery.</li> <li>● Students look at alternatives to using a knife such as Apple peeler, Apple slicer,</li> </ul>	<ul style="list-style-type: none"> <li>● Jacques Pepin Video</li> <li>● Knives, electric chopper, slap chop, electric slicer, food processor, apple peeler, apple slicers.</li> <li>● Double boiler</li> <li>● Skewers for fondue</li> <li>● Chinese Vegetable Stir-Fry Recipe</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of cutting celery</li> <li>● Labs-using knife skills</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>Complete recipes using knife skills and using alternative equipment for cutting, peeling, and chopping.</li> </ul>	<p>electric chopper, food processor.</p> <ul style="list-style-type: none"> <li>Students use Apple peeler and slicer to prepare apples for caramel fondue and yogurt dip. Knife skills, double boiler, whisk.</li> <li>Students use knife skills and equipment needed to help slice and chop to prepare Chinese Vegetable Stir Fry</li> <li>Chicken (Matzo Ball) Soup Lab. Knife skills and using a whisk.</li> </ul>	<ul style="list-style-type: none"> <li>Chicken (Matzo Ball) soup recipe “Chop Chop The Kids Guide to Cooking Real Food with Your Family” pg.54</li> <li>Apple Yogurt Dip and Caramel Fondue “Family Fun Cookbook” pg. 79</li> </ul>		
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>Meal Planning and Preparation</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Be able to plan, shop for, prepare, serve and clean up after a meal.</li> <li>Wash hands, tie back hair, and wear clean clothes or aprons during food preparation.</li> </ul>	<p>Students will prepare some various dinner recipes.</p> <ul style="list-style-type: none"> <li>Teacher demo and students practice making pasta <ul style="list-style-type: none"> <li>Fettuccini Alfredo</li> <li>Spaghetti and Ground Meat Sauce</li> <li>Mac &amp; Cheese</li> <li>Lasagna</li> </ul> </li> <li>Teacher demo and students practice making rice <ul style="list-style-type: none"> <li>Stir Fry</li> <li>Spanish Rice</li> </ul> </li> </ul> <p>Other dinner dishes:</p> <ul style="list-style-type: none"> <li>Tacos</li> <li>Chicken Legs</li> <li>Chicken Fingers</li> <li>Sweet and Sour Chicken</li> </ul>	<ul style="list-style-type: none"> <li>Recipes</li> <li>Kitchen Labs, Utensils, Appliances</li> </ul>	<ul style="list-style-type: none"> <li>Following directions</li> <li>Clean-up</li> <li>Following lab and recipe procedures previously established</li> <li>Correct use of proper measuring tools, appliances, knives, and other cooking utensils.</li> <li>Lab procedures and safety rules followed.</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>● Follow Food and Lab safety procedures.</li> <li>● Use and understand various cooking techniques such as simmer, boil, bake, fry, chop, dice, slice, cube, grate, peel, mix, beat, whip, and drain.</li> <li>● Select and use the proper utensils and equipment to complete a recipe.</li> <li>● Select and use correctly the measuring tools.</li> <li>● Prepare proper table settings for serving a meal.</li> </ul>	<p>Side Dishes:</p> <ul style="list-style-type: none"> <li>● Zucchini Sticks</li> <li>● Roasted Vegetables</li> <li>● Salads - Fruit, Coleslaw, Tossed</li> </ul> <p>Teacher and students discuss meal planning and the components of a dinner. Appetizer/Starter, Salad, Main Course, Dessert</p> <ul style="list-style-type: none"> <li>● Teachers and students review table setting and manners.</li> <li>● In Lab groups, students plan and implement a complete meal. <ul style="list-style-type: none"> <li>○ Plan meal</li> <li>○ Prepare grocery list</li> <li>○ Shop for groceries</li> <li>○ Determine work order for meal completion.</li> <li>○ Assemble what is needed to complete the meal and implement preparing the recipes.</li> <li>○ Students set tables, serve meals and clean up.</li> </ul> </li> </ul>			
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<b>Objectives</b>	<b>Activities &amp; Experiences</b>	<b>Materials</b>	<b>Evaluation</b>	<b>New Jersey Student Learning Standards (NJSLS):</b>
<p><b>Content Theme: <u>Nutrition</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define empty calorie and name two empty calorie foods.</li> <li>● Define and identify several super foods.</li> </ul>	<ul style="list-style-type: none"> <li>● Search online the definition of empty calories. Determine what foods would be considered empty calorie foods.</li> <li>● Class discussion of empty calories and what foods we eat that are considered empty calorie foods.</li> <li>● Search online the definition of superfoods and list some superfoods.</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Foods Labels</li> <li>● Recipes</li> </ul>	<ul style="list-style-type: none"> <li>● Definitions of Empty Calories and Superfoods.</li> <li>● Daily food journal</li> <li>● Student summary of food journal, reflection on what they learned and changes they might make in their diet.</li> <li>● Meal plan and labs</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

<ul style="list-style-type: none"> <li>● Identify the important information on a food label.</li> <li>● Analyze/journal their own diet</li> <li>● Create a nutritious meal plan</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussion about what determines a superfood and which ones students like to eat.</li> <li>● Students track/journal their meals for the day and research calories/nutrition content</li> <li>● Students and teachers discuss journal results privately. What might they choose differently in the future?</li> <li>● Students create a healthy meal plan.</li> <li>● Students prepare some healthy recipes.</li> <li>● Students identify what they should look at on the food label and what it can tell them.</li> </ul>		<ul style="list-style-type: none"> <li>● Quiz on reading a label and identifying superfoods and empty calories.</li> </ul>	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>Special Projects that will apply and practice course skills.</u></b></p> <p>Students will:</p> <p>Use the skills they learn in the course to participate in competitions, holiday activities, and special projects.</p>	<ul style="list-style-type: none"> <li>● Students will prepare a special treat for Halloween. Witches' Snack Hats "Silly Snacks" pg. 192</li> <li>● Students participate in the Create a Pizza Contest.</li> <li>● Students participate in the Create a Pasta Contest.</li> <li>● Students prepare a Thanksgiving dinner and learn how to carve a turkey.</li> <li>● Students prepare an edible gift for the holidays to give to a special someone. Snack mix "deliciously</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Recipes</li> <li>● Competition directions, grading rubrics, and parameters.</li> </ul>	<ul style="list-style-type: none"> <li>● Labs</li> <li>● Participation in events</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>

	<p>healthy family meals” pg. 75</p> <ul style="list-style-type: none"> <li>• Students prepare fudge or brownies to sell on the cart for Valentines day. “The Cookbook for Kids” pg. 105 Ultra-Chocolatey Brownies</li> <li>• Rice Krispy treat hearts “Better Homes and Gardens New Junior Cookbook” pg. 97</li> <li>• Fudge “Better Homes and Gardens New Junior Cookbook” pg. 103</li> <li>• Participate in Cake Decorating Contest</li> <li>• Participate in the Celebrate the Arts Festival (Culminating Activity)</li> </ul>			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><b>Content Theme: <u>Shopping</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, select, shop and purchase grocery items.</li> <li>• Prepare a shopping list and organize by grocery store section.</li> <li>• Complete an online shopping order.</li> </ul>	<ul style="list-style-type: none"> <li>• Students compile shopping lists from recipes.</li> <li>• Students use grocery store flyers to see if any items from their list are on sale.</li> <li>• Students compare prices at various stores through flyers/online resources</li> <li>• Discuss how food is organized in the store, sections and how you</li> </ul>	<ul style="list-style-type: none"> <li>• Recipes</li> <li>• Grocery Store Flyers</li> <li>• Laptops</li> </ul>	<p>Organized shopping lists</p> <p>Shopping trip rubric</p> <ul style="list-style-type: none"> <li>• Maneuver cart</li> <li>• Compare prices</li> <li>• Select correct items</li> <li>• Complete online grocery order</li> </ul>	<p><a href="#">Standard 9.1</a>  <a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a></p>



<ul style="list-style-type: none"> <li>● Read a grocery store flyer to identify items for a shopping list.</li> <li>● Maneuver a shopping cart through the grocery store, compare prices, and select items to purchase.</li> </ul>	<p>can organize your trip to be more efficient.</p> <ul style="list-style-type: none"> <li>● Students plan shopping trips and go to the grocery store to purchase items on their list. (Group items purchasing by store section)</li> <li>● Students use the Internet to place an online grocery order.</li> </ul>			
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**Differentiation, Accommodations & Modifications:**

<b>Gifted and Talented</b>	<b>Multilingual Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><b>Extension Activities</b></p> <p>Thematic topics for discussion and research: families &amp; communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work,</p>	<p><b>Modifications for Classroom</b></p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>

<p>and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p>
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		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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