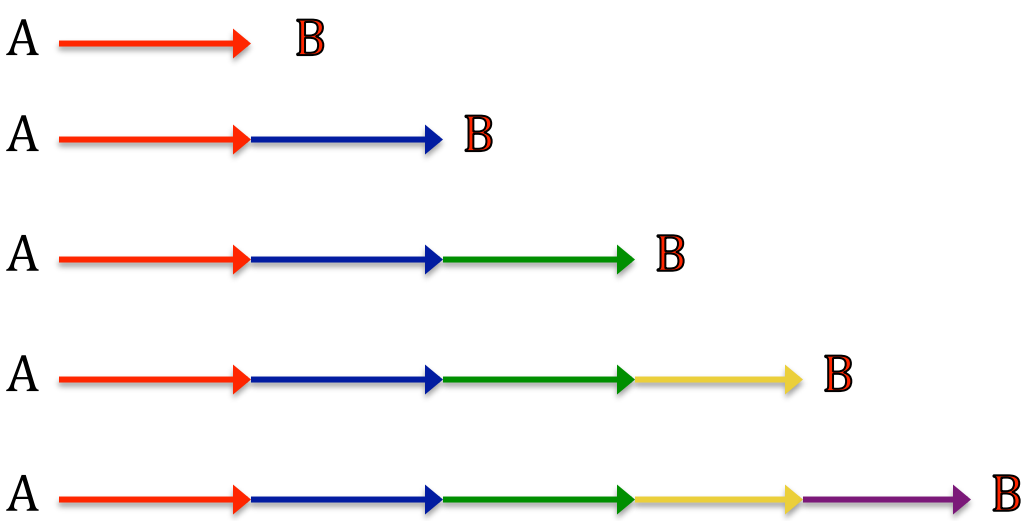
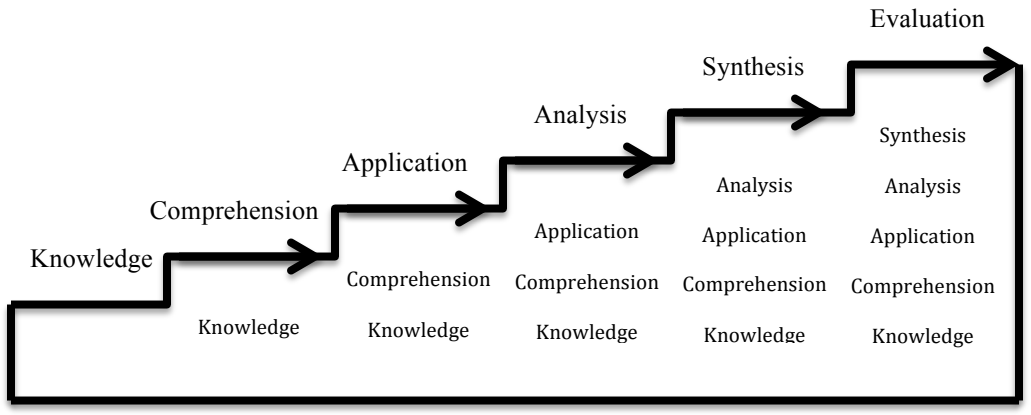
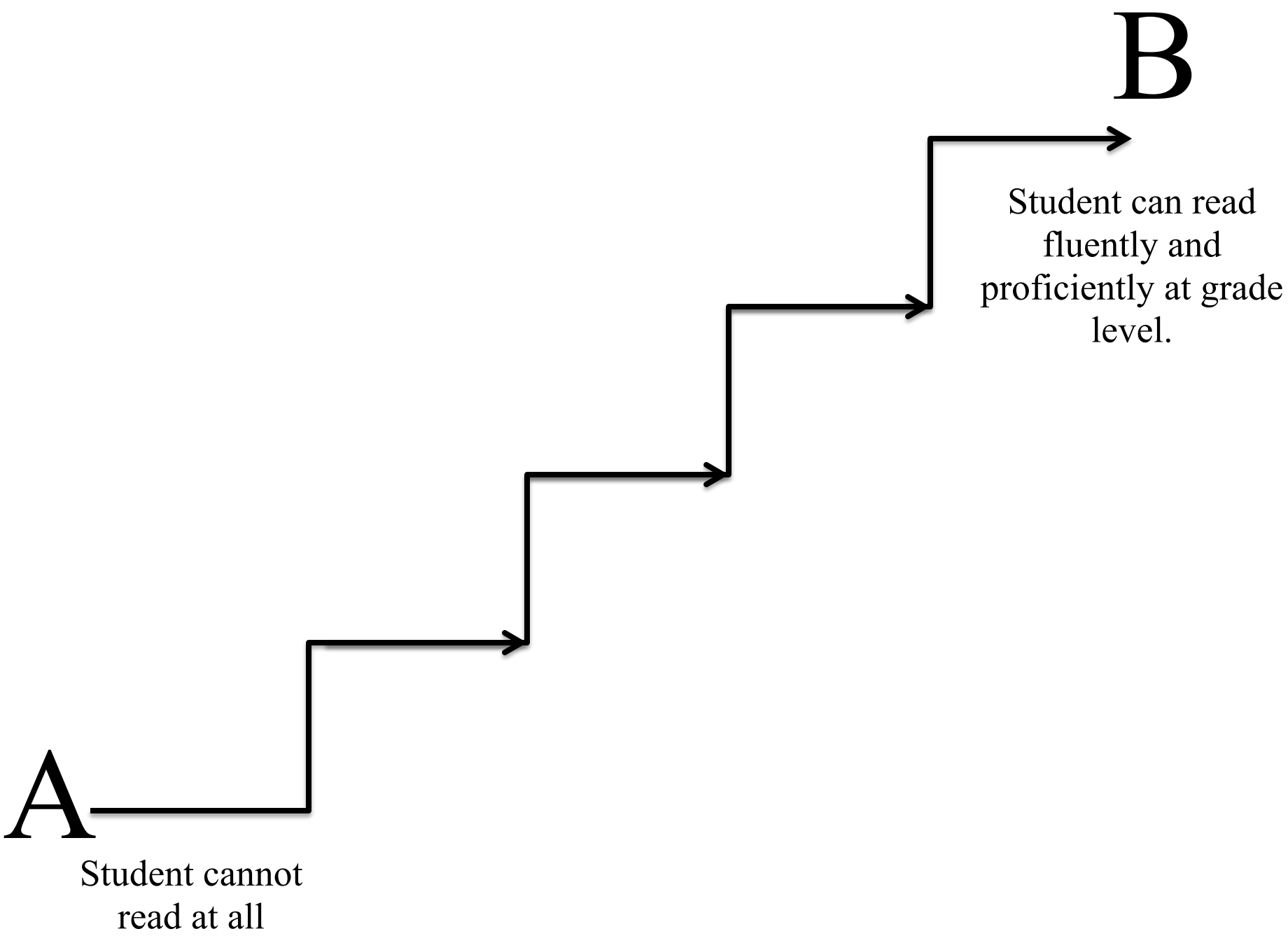
Going from Point A to Point B

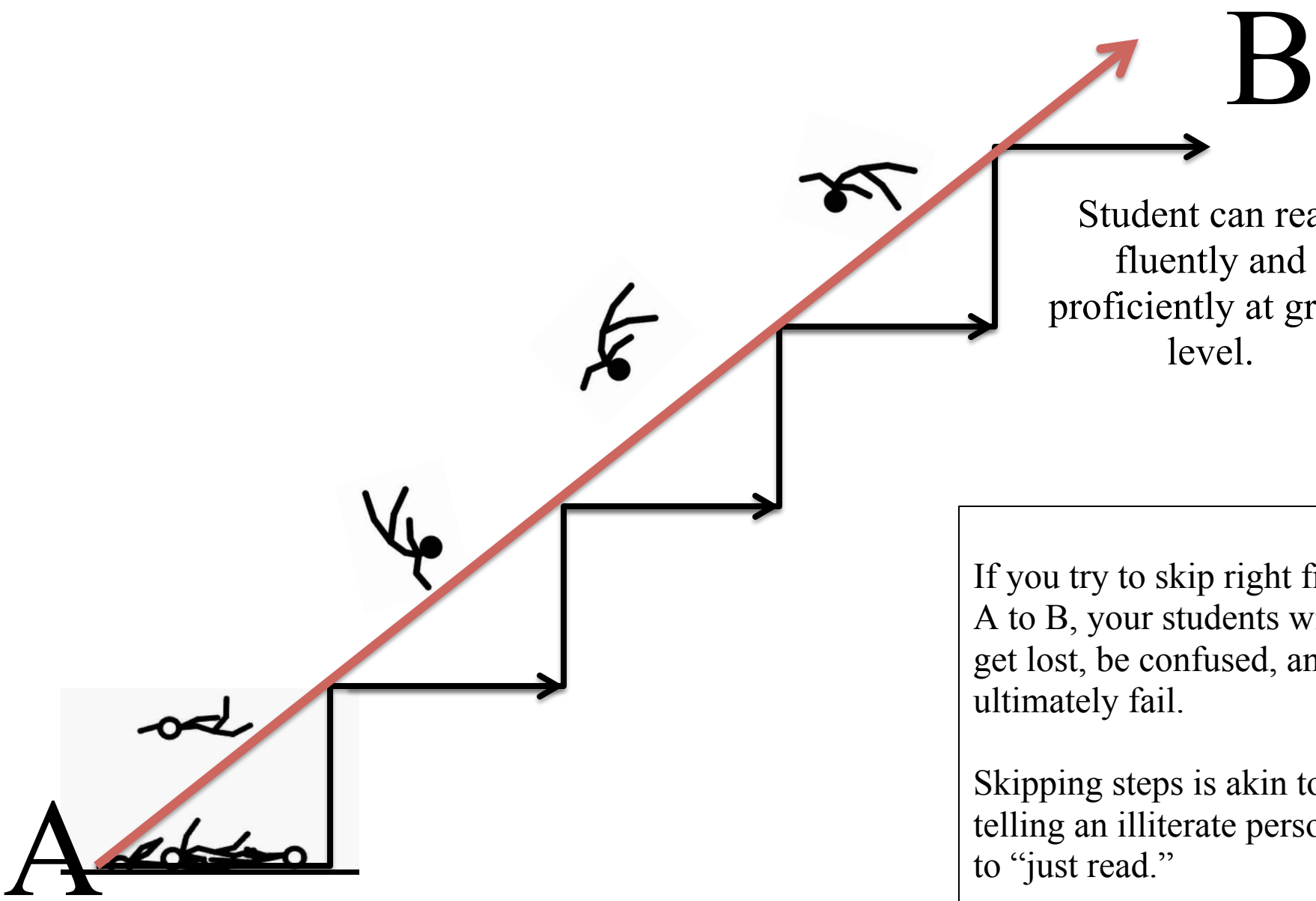
Going From Point A to Point B

- Your entire purpose as an educator is to take students from point A to point B
- Going from point A to point B can be small scale or large.
- Going from point A to point B happens all day long, every day, in every class.
- Getting to one point B is just another step along the way to a larger point B.
- Each step will build on the previous one (or more). If you skip a step, it will be difficult for students to succeed.
- Point A to Point B is different for every class and for every student.
- In order to take students from point A to point B you need to know your students, be able to predict how they will react to different tasks and materials, assess prior knowledge, and troubleshoot along the way.
- Taking a kindergartener from A to B is a lot different than taking a senior in high school from A to B.






B
Student can read fluently and proficiently at grade level.
A
Student cannot read at all

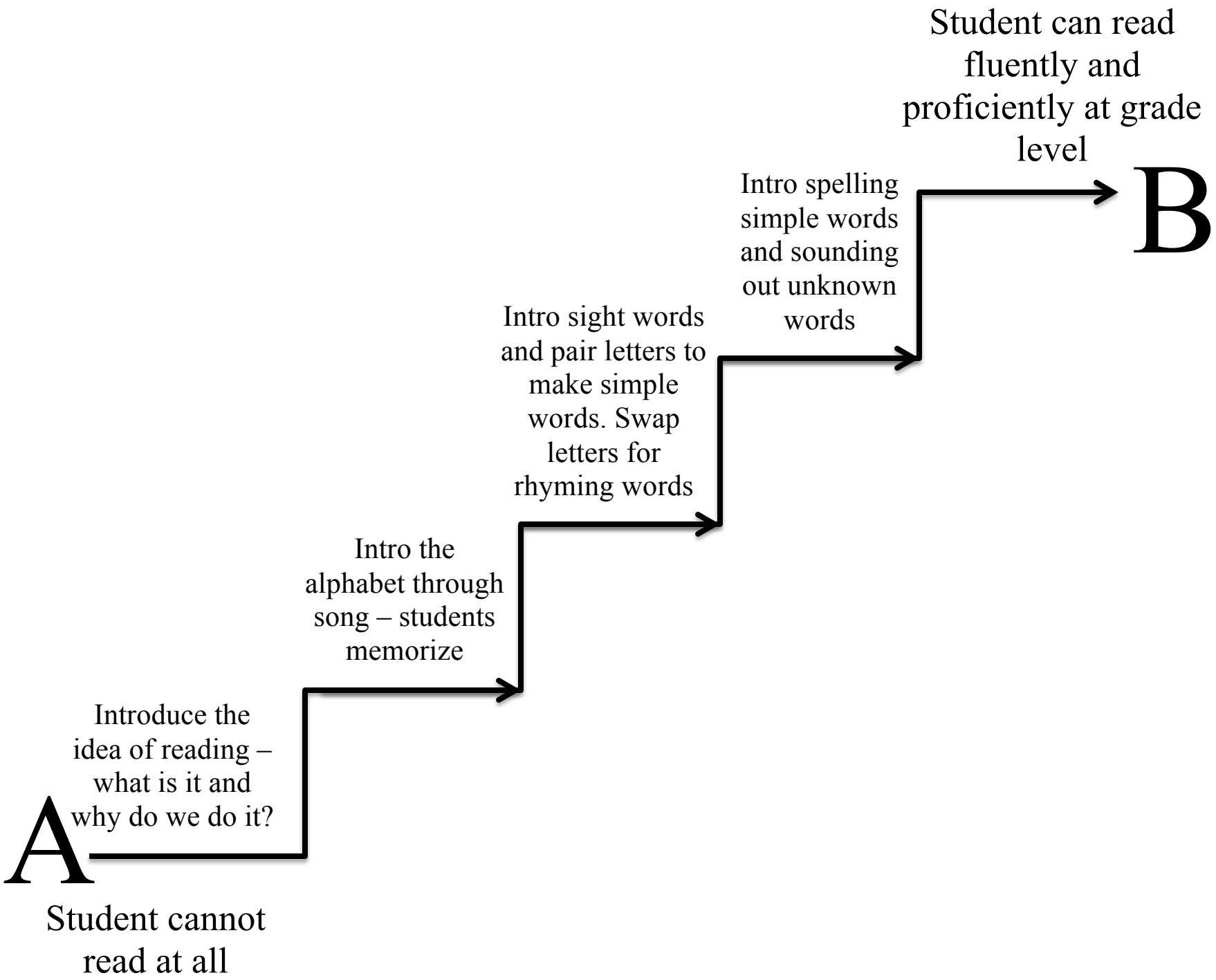


Student can read fluently and proficiently at grade level.

Student cannot read at all

If you try to skip right from A to B, your students will get lost, be confused, and ultimately fail.

Skipping steps is akin to telling an illiterate person to “just read.”


A
Student cannot read at all
Introduce the idea of reading – what is it and why do we do it?
Intro the alphabet through song – students memorize
Intro sight words and pair letters to make simple words. Swap letters for rhyming words
Intro spelling simple words and sounding out unknown words
B
Student can read fluently and proficiently at grade level

Planning a Unit:
Taking Students From Point A to Point B

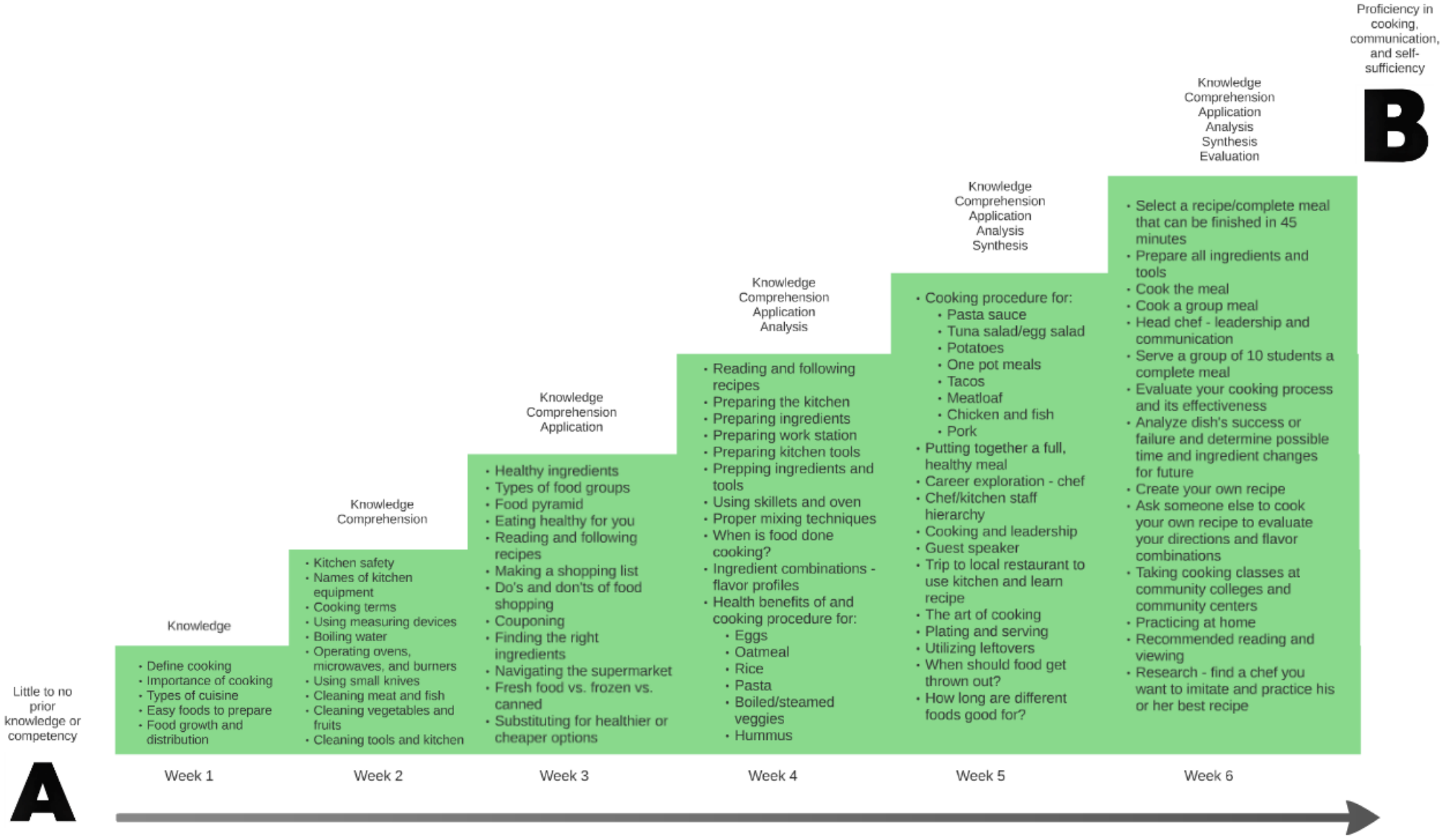
Unit Title:
Learning to Cook

Unit Goals

- Students will learn how to prepare food for themselves and others.
- Students will understand the importance of cleanliness when cooking.
- Students will understand the importance of math in cooking.
- Students will understand how to select appropriate foods for healthy eating and differentiate between healthy and non-healthy food options.
- Students will learn how to navigate a supermarket and utilize coupons and sales.
- Students will develop self-sufficiency and life skills.

Unit Objectives

- Students will identify foods and flavor profiles from different cultures and regions.
- Students will differentiate between different types of cooking measurements and which measurements to use for different foods and liquids.
- Students will identify and explain the proper procedure for using ovens, burners, microwaves, and knives and manipulate all of those items while cooking.
- Students will differentiate between clean and unclean food preparation and storage and apply those techniques when preparing, serving, and storing food.
- Students will compare and contrast the prices, sales, and food items available at different local grocery stores and farmers' markets and select the store or stores that will provide the most and best ingredients for the least amount of money.
- Students will cook basic foods and create new dishes using leftovers, canned goods, and frozen foods.
- Students will create, cook, and serve their own recipe.
- Students will evaluate their own cooking and the cooking of others through critiques based on flavor profile, cooking technique, efficiency, cleanliness, and overall taste.
- Students will modify their recipes based on feedback and revise their recipes for future use.


Little to no prior knowledge or competency
A
Knowledge
• Define cooking
• Importance of cooking
• Types of cuisine
• Easy foods to prepare
• Food growth and distribution
Week 1
Knowledge
Comprehension
• Kitchen safety
• Names of kitchen equipment
• Cooking terms
• Using measuring devices
• Boiling water
• Operating ovens, microwaves, and burners
• Using small knives
• Cleaning meat and fish
• Cleaning vegetables and fruits
• Cleaning tools and kitchen
Week 2
Knowledge
Comprehension
Application
• Healthy ingredients
• Types of food groups
• Food pyramid
• Eating healthy for you
• Reading and following recipes
• Making a shopping list
• Do's and don'ts of food shopping
• Couponing
• Finding the right ingredients
• Navigating the supermarket
• Fresh food vs. frozen vs. canned
• Substituting for healthier or cheaper options
Week 3
Knowledge
Comprehension
Application
Analysis
• Reading and following recipes
• Preparing the kitchen
• Preparing ingredients
• Preparing work station
• Preparing kitchen tools
• Prepping ingredients and tools
• Using skillets and oven
• Proper mixing techniques
• When is food done cooking?
• Ingredient combinations - flavor profiles
• Health benefits of and cooking procedure for:
• Eggs
• Oatmeal
• Rice
• Pasta
• Boiled/steamed veggies
• Hummus
Week 4
Knowledge
Comprehension
Application
Analysis
Synthesis
• Cooking procedure for:
• Pasta sauce
• Tuna salad/egg salad
• Potatoes
• One pot meals
• Tacos
• Meatloaf
• Chicken and fish
• Pork
• Putting together a full, healthy meal
• Career exploration - chef
• Chef/kitchen staff hierarchy
• Cooking and leadership
• Guest speaker
• Trip to local restaurant to use kitchen and learn recipe
• The art of cooking
• Plating and serving
• Utilizing leftovers
• When should food get thrown out?
• How long are different foods good for?
Week 5
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
• Select a recipe/complete meal that can be finished in 45 minutes
• Prepare all ingredients and tools
• Cook the meal
• Cook a group meal
• Head chef - leadership and communication
• Serve a group of 10 students a complete meal
• Evaluate your cooking process and its effectiveness
• Analyze dish's success or failure and determine possible time and ingredient changes for future
• Create your own recipe
• Ask someone else to cook your own recipe to evaluate your directions and flavor combinations
• Taking cooking classes at community colleges and community centers
• Practicing at home
• Recommended reading and viewing
• Research - find a chef you want to imitate and practice his or her best recipe
Week 6
Proficiency in cooking, communication, and self-sufficiency
B