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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea: 6 Essential Nutrients**  **Standard(s):**  STANDARD 3: Students will identify the sources and function of carbohydrates and fiber and apply appropriate food preparation techniques.  STANDARD 4: Students will identify the sources and function of proteins and lipids (fats and oils) and apply appropriate food preparation techniques.  STANDARD 5: Students will identify the sources and function of select vitamins, minerals and water and apply appropriate food preparation techniques to foods high in these nutrients.  **Student Learning Goal:** Students will be able to identify the sources and functions of the six essential nutrients and the importance of how each influences overall health.  **Time Span for SLO Cycle:** Semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Administer a pre-test with each question being worth one point.  The pre-test is page one of the following link (grading rubric is specified):  [Six Essential Nutrients Pretest](https://webertube.com/document/25816/foods-i-six-essential-nutrients-pre-post-test) | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?   * Food Labs * Class Discussions * Bell Work * Class Assignments * End-of-unit testing | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  The teacher will administer a final assessment consisting of two parts. The first is the same as the pre-test with each question being worth one point. The second will be higher level thinking questions in an open ended format. These will be worth three points each. The directions explain the grading scale for these questions.  The post-test is page 2 of the following link:  [Six Essential Nutrients Post-test](https://webertube.com/document/25816/foods-i-six-essential-nutrients-pre-post-test) | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (80%-100%) |  |  |  |
| **Proficient**  (70%-79%) |  |  |  |
| **Approaching Proficient**  (60%-69%) |  |  |  |
| **Below Proficient**  (0%-59%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*   * Integrate video clips to help students engage and remember concepts easier * Debates * Town meeting model * Group activities * Apps to apply the knowledge to students real lives (MyPlate food tracker app) | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*   * Group Foods Labs * Demonstrations * Group presentations * Review games * Think pair share * Kahoot.com quizzes | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?   * UTIPS Practice tests * Links to content power points * Video Links * Demonstrations | | | |
| How will you extend or deepen learning for students who are already proficient?   * Teachers may ask student to mentor struggling students. * Alternate assignments with more challenging tasks for those who need more academic rigor. * Allow them to alter recipes in labs. * Allow them to create quizzes or activities that can be used in class as a review. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |