

Parent-involved CLIL through Home Economics in Torrance, CA Middle Schools

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I. Introduction

In the recent years, Content and Language Integrated Learning (CLIL), a “dual-focused educational approach” (Mehisto, Marsh & Frigols, 2008; Dale & Tanner, 2012), has become one of the popular teaching approaches around the world. However, CLIL is often perceived challenging for teachers to incorporate as both language and content objectives defined at district level must be achieved. At the same time, content which do not require heavy cognitive load is favored for use in CLIL (Takagaki & Tanabe, 2004; Takagaki & Tanabe, 2007). In addition, according to Takagaki and Tanabe (2007), classes emphasizing hands-on experience are more likely to be successful than lecture-oriented classes in content-based course. Therefore, Home Economics offered as part of a course of study in middle school compulsory education in the United States has much potential for use in CLIL, and it is the content of the CLIL course in this project. Moreover, not only is Home Economics a potential subject for CLIL, but it is also content that allows for parents to be more involved in their child’s education. Delgado-Gaitan (1991) et al. revealed the importance of parent involvement for the success of students, and by incorporating content familiar to most parents, more parents of diverse backgrounds will be able to take part in their child’s education process.

Even today, the amount of CLIL materials available is very limited, and individual CLIL teachers spend a considerable amount of time developing various teaching resources (Mehisto, Marsh & Frigols, 2008). This project, therefore, aims to present a parent-involved CLIL course using Home Economics as the content for students at local middle schools in California.

II. Theoretical framework and background of the project

1. Content and Language Integrated Learning (CLIL)

According to Mehisto, Marsh and Frigols (2008), CLIL is a “dual-focused educational approach in which an additional language [a language other than a student’s native language]

is used for the learning and teaching of both content and language.” Coyle, Holmes and King (2009) define CLIL as a “pedagogic approach in which language and subject area content are learnt in combination.” Similarly, Dalton-Puffer (2011) describes CLIL as an educational approach in which content is taught through a foreign language. The three definitions emphasize the characteristic of CLIL as being a dual-focused approach, and the importance of achieving the goals of both language and content. Marsh (as cited in Kuutti, 2011) presents the cross-curricular approach as an efficient framework for CLIL, as the approach allows for numerous educational goals to be achieved at once.

In addition, according to Nikula and Marsh (1998), the demand for development of competent language users has been continuing to grow in the globalized world today (as cited by Kuutti, 2011). By using CLIL, individuals will be able to develop skills needed by the world such as intercultural communication skills along with content through the use of a second language (Marsh, 2002). Moreover, because both content and the target language can be learned at once, CLIL is a more efficient solution to educating learners than increasing the number of hours of instruction at school.

2. The 4Cs of CLIL

Regardless of the documented potential of CLIL, lack of methodological resources and constructive guidance often limits teachers from teaching a content and language integrated course successfully (Meyer, 2010). The most well-known framework of CLIL is the 4Cs framework (Coyle, 2006), which stands for Content, Cognition, Communication, and Culture. Of the 4Cs framework of CLIL, Content is the core of teaching and learning process, and the significant element is for the learners to create their own knowledge as well as understanding and developing skills (Meyer, 2010). Meyer (2010) further explains that Content is related to Cognition, as the learner must go through the thinking process to analyze their interpretation of Content for their linguistic interest. Communication is included in the framework as interaction in the learning context is fundamental principle of learning (Coyle, 2006). Intercultural awareness, or Culture, is also an important aspect of CLIL, as the relationship between language and culture is complex (Coyle, 2006).

3. CLIL and Home Economics

The use of an effective framework as a guide is essential for a successful designing and teaching of a content and language integrated course. Both teachers and researchers alike

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utilize Coyle's (2006) 4C framework, and research supports that all 4 dimensions of the 4Cs framework encourages the use of content like Home Economics in a CLIL course.

Takagaki and Tanabe (2004) conducted a study in which Home Economics and Politics were compared in terms of student satisfaction and understanding at a public high school level. The average satisfaction percentage for Home Economics was fairly high at 73.9%; however, the rate for Politics remained at 55.4%. Takagaki and Tanabe (2004) indicated the hands-on learning and collaborative experiences as more satisfying than those of lecture-oriented classes. The researchers concluded, "the courses which do not require heavy cognitive load, like Home Economics, seem to be appropriate to be taught in a second language" (Takagaki & Tanabe, 2004; Takagaki & Tanabe, 2007).

One of the many challenges in teaching content through a language other than the mother tongue of the students is to adjust all input so as to be comprehensible to the students (Pavon Vazquez & Rubio, 2010). Like other monolingual classes, CLIL promotes the use of collaborative work and multidisciplinary task-based activities in classes (FluentU General Educator Blog #1). By focusing on using tasks in the classroom, students are provided with the purpose of learning and completing the task as well as motivation. Pavon Vazquez and Rubio (2010) investigated the use of tasks as a strategy to promote student participation in a CLIL class through analysis of teacher and student perceptions of task-based learning. The results of the research suggested the teachers and students were in favor of task-based learning as the approach offers optimal conditions for interaction and cooperative learning (Pavon Vazquez & Rubio, 2010).

4. Home Economics

Based on an article by Branagh (2011) a survey by Sainsbury's Finance found 20% of university freshmen not knowing how to do laundry, 11% claimed not knowing how to cook, and 14% not knowing how to boil an egg. Moreover, more than 22% of the freshmen has never shopped for groceries and 13% has never ironed a shirt. The results also showed more than 25% of freshmen has never set a budget for themselves, and 7% has never had a bank account. Many college students are often not aware of what they do not know, and practical skills curriculum such as financial literacy and cooking classes would benefit the students greatly (Stinson, 2013).

Despite the fact, based on research by Werhan (2013), the number of Home Economics classes offered has declined by 38% in the last 10 years, therefore, the student enrollment in the

Home Economics in the United States has declined to only 15% of the total number of students over the years. Although the message to “bring back Home Economics” has been conspicuous in all types of social and general news media in the recent years, the numbers of students to be enrolled in Home Economics are expected to continue declining due to focus on the academic “core” and assessments for student success, as well as the imperative budget cuts.

5. The need for Home Economics in the United States

The United States is considered one of the most obese countries with more than one-third (35.7%) of the adult population being obese (United States Department of Health and Human Services, 2012). Furthermore, the United States Department of Health and Human Services (2012) revealed the fact about one third of children and adolescents between the ages of 2 to 19 are being considered to be overweight or obese. Of the total number of overweight children and adolescents, 50% are from minority populations (Lichtenstein & Ludwig, 2010). Lichtenstein and Ludwig (2010) points out that programs addressing youth obesity have achieved very little in the past, and even with the programs which promote healthy eating, the average time Americans spend on food preparation and eating at home has declined since the 1980s (Hersch, Perdue, Ambroz & Boucher, 2014). Though, parents and guardians “cannot be expected or relied on to teach children how to prepare healthy meals” (Lichtenstein & Ludwig, 2010) as many parents and adults themselves have never learned to cook. By informing the current generation of children, positive influence can be expected for eating habits of families in the United States, just as tobacco education resulting in some students discouraging their parents and family members from smoking (Lichtenstein & Ludwig, 2010). Lichtenstein and Ludwig (2010), therefore, suggests providing Home Economics to students throughout the country to help not only individuals but the society as a whole.

6. Parent-involvement in Education

Involving parents will help empower learners. Although many educators expect parents to be involved with the children’s education, parents of second language learners are often secluded. In the study by Delgado-Gaitan (1991), the reason for immigrant parents not taking part in the children’s learning was mostly due to lack of specific cultural knowledge. In the southern California school district where the study took place, school activities aimed to involve parents but “ignored the needs of underrepresented groups who are unfamiliar with the school’s expectations (Delgado-Gaitan, 1991).” By examining and providing for the needs of parents

through the use of nonconventional activities, the school district was able to strengthen the bond between the institution and parents.

III. Purpose of the Curriculum Development Project

Previous research and projects support CLIL using Home Economics as the content. However, parent-involved language support and CLIL using Home Economics is a field which has not yet been developed. The purpose of this project is to develop a curriculum which not only supports language learning of the middle school students taking the CLIL Home Economic course, but also supports parents and guardians of the students to take part in the student learning process. In addition, the Home Economics content learned in this class will help the students in the near future when one must live outside of their parents' support. This course will promote even greater language learning and content understanding outside of the classroom with the support and involvement of parents and guardians.

1. Goals and Objectives

Goal 1. Parents will become more involved in the child's language learning process

Objectives: Parents will...

1.1 Listen to the child share what they have learned in class everyday

1.2 Share about their cultural background and tradition related to topics covered in class at least once a week

1.3 Encourage the child to use English at home for at least 10 minutes a day

1.4 Develop a positive and supportive learning atmosphere at home

Goal 2. Students will develop reading, writing, listening, and speaking skills in English language

Objectives: Students will...

2.1 Speak to the parents about the in-class learning everyday

2.2 Develop a positive attitude towards reading, writing, listening, and speaking in English

2.3 Improve reading, writing, listening, and speaking in English

Goal 3. Students will understand the Home Economics content covered in class

Objectives: Students will...

3.1 Learn to read, write, listen, and speak about the content

3.2 Learn to make informed decisions on health and household management

3.3 Learn about their own cultural backgrounds and traditions related to the content

covered in class

2. Significance of the Project

Middle school English language teachers as well as Home Economic teachers with English Language Learners (ELLs) present in class will be able to implement this project for use in classrooms. The course is designed to be an everyday elective course for local middle schools in Torrance, California. With the parental involvement required for the course, parents may not only be more involved in the learning process of the child but also learn the language with the child. In addition, by using Home Economics as a content area, parents may be able to advise students in the content field. Through the development of both language and content skills, students as well as parents may be able to contribute to further development in the United States and other countries.

IV. Methodology

To create clearly defined goals and guidelines for a parent-involved CLIL course, research was conducted to construct a groundwork of knowledge such as the educational expectations of English learners in Torrance, California. The research was primarily qualitative through use and analysis of interviews and questionnaires.

1. Context

The research was conducted in Torrance Unified School District which was established in 1947, and later unified in 1948 (Torrance Unified School District, 2009). Based on data collected by the California Department of Education, in the 2014-2015 school year, the three most common ethnic background of students were Asian, Hispanic or Latino, and White consecutively (Education Data Partnership, 2016). In addition, Education Data Partnership (2016) suggested the five most spoken languages outside of school in Torrance are Spanish, Japanese, Korean, Arabic, and Vietnamese in successive order.

The students at TUSD middle schools are 11 to 14 years of age, and English language learners are grouped by English proficiency levels, rather than age. English language learners at any TUSD schools are classified under a set of criteria determined by the English Language Development department (Torrance Unified School District, 2015b). The reclassification takes place every year through the use of California English Language Development Test (CELDT). The CELDT is made parallel with the English Language Development (ELD) standards, and assesses ELLs of all grade level, kindergarten through twelfth grade, in areas of Listening,

Speaking, Reading, and Writing. The reclassification process is not limited to the results of the CELDT, but also the teacher evaluation, parent opinion and evaluation, and comparison of student performance against a well-established performance range of fluent English proficient students of the same age.

2. Questionnaires

Understanding ideas and goals of the various individuals involved in children's education is essential in understanding the complete picture (Richards, 2001). In addition, Ruiz-Garrido and Fortanet-Gómez (2009) suggests features of English for Specific Purposes (ESP) relates with the features of CLIL, such as the contribution of needs analysis to course development. The two outlines the importance of curriculum design to be based on needs of the learners, such as what content the students need to learn, what method will be used to learn, and what language goals the students have (Ruiz-Garrido & Fortanet-Gómez, 2009). Therefore, not only teachers, but also students and parents were asked to complete a questionnaire.

Five teachers were approached, three current teachers and two former teachers, for participation in the research and two teachers has fully taken part in this research. The collection of data through teacher questionnaire took place before the interview, and was collected from both teacher participants. The data collected from the questionnaire was used to form follow-up interview questions, which then contributed to the findings from the interview.

Questionnaire data for parents and students were collected through personal connections of the researcher as well as suggestions by the participants. Of the 20 questionnaires distributed to both former and current ELL parents, 5 questionnaires were completed and returned to the researcher for a response rate of 25%. Similarly, of the 20 questionnaires distributed to former and current students, 4 questionnaires were completed and returned at a response rate of 20%.

The low response rate of both the parents and students itself has revealed the difficulties that ESL/EFL teachers, school officials, and researchers face when attempting to cooperate with parents of ELLs and ELL students in an authentic educational setting. According to Guo (2006), communicating with ELL parents is a struggle that many teachers encounter, which also is a highlight of the difficulty in keeping the consistent interaction between home and school. In association, some of the parents who has participated in answering the questionnaire has shared their difficulty of not being able to communicate with the teachers of their child because of the language barrier they had felt. As for the questionnaire for this research, one

parent who has at first agreed to take part in the questionnaire has withdrawn from answering the questionnaire once they found out the questions were written in English.

Most of the parents who answered the questionnaire were working parents. Another obstacle for parents to be a part of their child's learning process was the limited time they had on their hands due to work and other constraints such as taking care of household chores and other siblings. Within the limited time available, arranging for extra assistance outside of school such as tutors, encouraging ELLs to interact with neighborhood children, and organizing extracurricular activities were the main means of assisting ELLs to learn the language. One parent, however, was actively volunteering for the school the ELL attended and participated in the ELMAC (English Language Multicultural Advisory Committee) meetings which offered supplementary information to parents about how to assist the ELLs. Although how the parents assisted their own child differed for various reasons, all parents believed that some type of assistance on their part was necessary for their child to learn the language.

The questionnaires answered by the parents confirmed the various barriers they face in sending children to a local English medium school. Although many parents indicated that they cared about their children's education and they believed in the importance of providing extra help outside of school, many were unsure of how to support their children's learning at home. Criteria could be drawn that providing clear instruction on parent-involvement would be necessary for sufficient parent support. In addition, many parents either have a job outside of the house or have other siblings to take care of at once. As much as the parent-involvement is crucial to student success, the load of required parent support should not be overwhelming.

The data collected through student questionnaire were focused on current and past learning experiences as well as memorable learning experiences. Data on the types of activities the students enjoyed has contributed to the development of the activities to be covered in the lesson plans. In the questionnaire, many students identified use of pictures, examples, gestures, and body movements as an effective way to understand teacher instructions given in English. In addition, to the question which asked for their favorite classroom activity, most of the student participants answered their favorite activity as being creative activities such as arts and crafts, and story writing activities. Use of various visually friendly materials along with hands-on tasks where students could be creative, therefore, is an important criterion to work by for the development of lesson plans and activities.

3. Interviews

A qualitative interview allows a researcher to explore the interviewee's experience and better understand the world of the interviewee (Kvale, 2008). The teachers were asked to complete a questionnaire prior to the interview, in which the questions asked about the teacher preferences of assistance for English language learners and parent involvement. The interview questions which followed the questionnaire were modified from the research of Peterson and Ladky (2007), the same research referred to for the questionnaire, as the purpose of the interview was to deepen the data gathered through the questionnaire.

A main goal of the English language support class is to assist students to be designated as Fluent English Proficient (FEP). The interview with Teacher 1 was mainly focused on current English language support classes at TUSD, and the teacher discussed the current focus of English language support class as being the Guided Reading program which is based on the use of Fountas and Pinnell's Benchmark Assessment System (2008) and Richardson's *The Next Step in Guided Reading* (2009). The teacher has also shared that the framework of the Guided Reading program is provided to the teachers by the TUSD, and training sessions are arranged for all teachers throughout the school year. Although Teacher 1 believed in the importance and effectiveness of parent-involvement, the teacher admitted the parents were not offered opportunities to take part in the current Guided Reading program.

The way in which the English language support class is designed was also a topic of discussion in the interview. Teacher 1 takes the form of independent work, where different work stations are set up within the classroom and the students go around the stations working on their own. Some of the stations provided include listening to an audiobook, writing journal entries, and learning vocabulary words. In addition, there is one station of Guided Reading in which the teacher will first have the students read a short passage that is based on learner's language proficiency level, and check for the reading skills of the students using a district provided list of criteria.

The interview with Teacher 2 focused on ELLs in content classes. Through experience in teaching students in Social Studies and Home Economics, Teacher 2 shared with the researcher the ability and challenges of ELLs in content and academic courses. Although research conducted by the TUSD showed otherwise, Teacher 2 saw the weakness of the ELLs as not being the reading, but rather the speaking. Teacher 2 described various examples of students who would not speak in class, and emphasized the importance of teacher not giving up on students.

The teacher also shared about how Home Economics could help the language learners in other academics as well. As an example, kitchen safety is similar to the science lab safety class and tests that are mandatory for all students. Once the students learn one or the other, the same skills could be transferred to the other content class. The priority of the ELLs which is determined by the district, however, is the development of language and does not allow ELLs to choose an elective course other than the language support classes offered at each school. The teacher also went on to explain that although everybody without exception will be cooking, and everybody without exception has to learn to accept themselves for who they are, the ELLs are segregated from opportunities to learn these skills.

Both Teacher 1 and Teacher 2 emphasized the importance of “the triangle” between the teacher, parent, and student for success in education. The teachers shared the importance of teacher-parent relationship as well as implementation of parent involvement, as with any part of the triangle missing, schooling would not succeed. Teacher 1 discussed that the goal as an English Language Development specialist is not only limited to the students being designated as FEP, but also for the students to learn to accept their own culture. Many ELL parents also come in to help make the Multicultural Day a success, but the teacher has also shared that this is the only time parents are involved in the English support class taught at this school.

V. Criteria

Based on both existing research and data collected through questionnaires and interviews, a set of criteria was developed to ensure that every lesson in the parent-involved CLIL Home Economics class will contribute to achieving the goals of this class. If all of the listed criteria are followed for each class, the parent-involved CLIL Home Economics class will provide students with the maximum learning experience.

1. The students will spend at least 10 minutes daily on sharing what they have learned in class that day with their parents/guardians.
2. The parents will spend at least 10 minutes daily listening to the student share what they have learned in class that day.
3. The parents will spend at least 10 minutes every week sharing their cultural background and experience related to topics covered in class with the student.
4. The students will interact and communicate with other students in every lesson.
5. The teacher should maximize students’ talking time in class by using different tasks and activities that require student-to-student conversations.

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6. The teacher should provide students with hands-on activities at least once a week.
7. The teacher will provide both parents and students with clear and easy-to-understand instructions.
8. The teacher should use different types of visual materials.
9. The classes will focus more on speaking and listening skills, such as discussions and conversations rather than reading or writing skills.
10. The amount of out-of-class assignments will be kept to a minimum as the ELLs have to keep up with other academic courses.

VI. Assessment Plan

While giving clearly identified grades to middle school students is important to ensure the accomplishment of goals for the class, it is also important to use a form of assessment that focuses and ensures the students' growth and advancement over a period of time. Implementation of formal testing in classes are essentially highly practical and reliable, and also saves time and money. On the other hand, alternatives such as portfolios and individual conferences with students not only require a great amount of time and effort on both the teacher and the students, but is highly inefficient in terms of time and money (Brown, 2004). However, these alternative testing are often seen to carry more content validity, involve remarkable formative measures, and offer a greater potential for washback.

1. Portfolio

Considering the goals and objectives of this course, implementation of a portfolio is most applicable for overall assessment. According to Gottlieb (2000), the acronym CRADLE designates six potential qualities of using a portfolio. The acronym stands for C as in Collections which allow students to express their own identities based on what they include, R as in Reflective practice of students for a development of successful portfolio, A as Assessment for evaluation of quality and progress, D for Document of student achievements, L as in the Link between student and teacher, parent, classmates, and other communities, and E as in Evaluation of portfolio itself. By engaging students in portfolio development, students will have responsibility for the development of the portfolio, therefore having a sense of ownership in their own learning experience. It will provide students with evidence of their continuous efforts and this evidence is what fosters motivation for future learning.

2. Course Evaluation

At the end of the course, the teacher will ask both the student and the parent/guardian to complete a course evaluation. Considering the fact that parent-involvement is a key component of this course, parents' opinions of what worked and did not work will be just as important as the opinions of the students' for further advancement and development of the class.

VII. Educational Implementation

The lessons designed for this parent-involved CLIL class are based on the middle school ELLs at Torrance, CA, in which a wide variety of cultural diversity is present. Therefore, implementation of these lessons in a different context is not impossible, but will require some adjustments.

1. Number of Students

The lesson plans are designed to be most effective when the student/teacher ration of the class is relatively large. Although the state average class size is approximately 25 students per class, an average class size is approximately 29 students in TUSD, so the amount of time the teacher can focus on each student is very limited. The teacher may not be able to spend time with each student in the setting of having more than 20 students in one class, but the situation could be beneficial in the sense that students will have more opportunity to be innovative and independent. The students will be encouraged to work on tasks amongst themselves, in pairs or small groups, which will allow students to help each other and use the language on their own.

However, the number of students in one class can vary, especially for the language support classes available to the ELLs, as the students are classified based on English proficiency rather than age.

2. Parent-involvement

A key component of this course is parent-involvement. Through current literature and interviews with teachers, it was apparent that parent-involvement is essential for successful education. The parents of ELLs at TUSD are usually willing to be involved in the learning process of their own children. However, this may not apply to all schools and districts. If the parents refuse to be involved in their child's education, this program will not completely fail as the parent-involvement is only one of the aspect of this course. When parents are not supportive of taking part in the learning process of their own children, one approach may be for the teacher to meet with the parent to try to understand the reason for their refusal to be involved.

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Following the meeting, the teacher can make the decision on whether to make the adjustments on the teacher's part or to ask for parents to make the adjustments. For example, if the parent's reason for refusal was lack of time, the teacher may suggest for an older sibling or a native English speaking friend to take their part. In another case, if the parents simply do not understand the significance of parent-involvement in children's education, the teacher can explain how research confirms the importance and the effectiveness of parent-involvement in the language acquisition of ELLs. If parents are not supportive of the parent-involvement because they are not confident with their own English proficiency, the teacher may emphasize that the sharing of their culture and tradition as well as what the students learned in class could happen using their mother tongue. In any case, the teacher must make efforts to build a stronger parent-teacher relationship.

3. Materials

This CLIL Home Economics class requires the use of many different materials for various activities. Each lesson of the class may be difficult to conduct if these materials are not available at once. However, lessons could be adjusted by teachers to use materials that are suitable and accessible. Although making those adjustments may require great effort on the part of the teacher, one of the main goals of this class is to have the students enjoy communicating and sharing about their unique cultural backgrounds, experience, and ideas with others in the class.

4. Proficiency Level

The ELLs at TUSD middle schools have different proficiency level, depending on various factors. Although the lesson was designed for intermediate English proficiency level, the parent-involved CLIL Home Economics class can easily be modified for both lower and higher levels. Since most of the activities are task-based, the students can aim to complete the activities regardless of the proficiency level of the student. However, the vocabulary words and questions asked in and out of class may need some adjustments.

5. Different Contexts

This class could be used in both an EFL and ESL context without many changes. Although the Torrance District middle schools are an ESL class, the same class can be just as effective for EFL context with sufficient adjustments in classroom materials, activities and assessments.

For example, although the opportunities for students to interact with English outside of class would decrease in an EFL context, by incorporating activities that encourage more language use during and outside of class will provide students with just as effective course. This course can also be used in middle schools with FEP and native speaking children, again with enough adjustments in the level of classroom materials, activities, and assessments to suit the ability of the students in class.

Overall, this class is adaptable to a wide variety of contexts and students. The biggest challenge in adapting the class may be the lack of material useful for the different contexts, but with extra creativity on the part of teachers, this class can succeed in various contexts.

VIII. Conclusion

Based on the current literature and the research conducted in Torrance, a parent-involved CLIL Home Economics class was developed for ELLs in local middle schools. This course is not only designed to supply for the lack of CLIL material packages made available to teachers, but to encourage parent-involvement in addition to the learning of language through studying of content. A main goal of this class is to keep the parents in the loop of the student learning, and with Home Economics being the content, it is possible that the parents take part in the students' learning process by sharing and teaching about their family traditions and cultural backgrounds.

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Appendices

Syllabus

Course Syllabus for CLIL Home Economics

Description:

The primary focus of the course is the help individuals develop values, skills and knowledge that will allow them to contribute to various communities they are a part of in life. The content field of Home Economics will not only help the individuals learn different skills and knowledge that will help improve their life, but also help each individual learn to accept and value their own cultural backgrounds and differences.

Aims:

The aims of this class are to (content):

1. Increase awareness in students that all cultural differences are valuable
2. Promote the importance of enhancing quality of life in various communities they are a part of
3. Develop skills that will allow students to manage their life on their own

The aims of this class are to (language):

1. Build confidence in students to increase speaking outside of CLIL Home Economics class
2. Support students to become Fluent English Proficient (FEP) as defined by the district

The aims of this class are to (parent):

1. Communicate with parents/guardian and increase awareness in what the students are learning in class
2. Volunteer and take part in classroom activities when possible

Textbook: Glosson, L. R., Meek, J. P., & Smock, L. G. (1997). *Creative Living*. Glencoe/McGraw-Hill.

Any other sources will be provided by the teacher at appropriate times.

Overall Assessment:

- Unit Tests
- Final Project – Planning the last Cooking Lab
- Portfolio
- Student-Teacher Consultation

Tentative Course Schedule for CLIL Home Economics

Class	Classwork	Homework
1	Course Introduction	1. Gather necessary course materials
	Student Information card	2. Finish “Hello, I am...” sheet (if not finished)
	Getting to Know You	3. Share what you learned in class with your parent/guardian and get their signature on your attendance log sheet [= Share and sign]
2	Getting to Know You	1. Finish My Vision sheet (if not finished)
	My Vision	2. Dictionary page (if not finished)
3	Food and Health	3. Share and sign
	Intro. to Vocabulary words dictionary page	1. Share and sign
4	Vocabulary words share	2. Quick Write: My Favorite Proteins
	Protein	1. Share and sign
5	Food and Health	2. Quick Write: Carbohydrates I ate today
	Carbohydrates	3. Ask your parents/guardians: What kind of Carbohydrates do you eat most with your family?
6	Food and Health	1. Share and sign
	Fats	2. Quick Write: Which is more important? (Proteins, Carbohydrates, and Fats)
7	Food and Health	1. Share and sign
	Vitamins and Minerals	2. Quick Write: What 3 kinds of vitamins were in your lunch today?
8	Food and Health	1. Share and sign
	Eating at a balance	2. Ask your parents/guardians: Create a balanced Food Plate together with your parent/guardian based on your culture and background
9	Food and Health Test	1. Share and sign
	Team Competition	1. Dictionary page (if not finished)
10	The Kitchen – Safety and Sanitation	2. Share and sign
	Intro. to Vocabulary words	3. Ask your parents/guardians: Where are foods stored at your home?
11	The Kitchen – Safety and Sanitation	1. Share and sign
	Keeping the kitchen clean	2. Ask your parents/guardians: What are the 3 most important things you do every day to keep the kitchen clean?
12	The Kitchen	1. Share and sign
	Kitchen safety	2. Ask your parents/guardians: What are important cooking safety rules/tips?
13	The Kitchen	1. Share and sign
	Kitchen safety	2. Ask your parents/guardians for a recipe of our family’s traditional dish
13	The Kitchen	1. Share and sign
	Measurements (Customary and Metric)	2. Ask your parents/guardians: What is a must-have kitchen appliance/supply that you use in your home kitchen?

14	<p>The Kitchen Cooking Appliances and Supplies</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Make a list of as many cooking verbs as you can
15	<p>The Kitchen Cooking Skills Following the Recipe part 1</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Quick Write: What is your favorite dish that your parents/guardians make?
16	<p>The Kitchen Following the Recipe part 2 Theme for Cooking Lab 1 – Soups and Salads</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Bring a Soup/Salad recipe from home for cooking lab 1
17	<p>The Kitchen Recipes for Cooking Lab 1</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Review what we did for the Kitchen Unit
18	<p>The Kitchen Test Team Competition Recipes and Work Plan for Cooking Lab 1</p>	<ol style="list-style-type: none"> 1. Share and sign
19	<p>Cooking Lab 1</p>	<ol style="list-style-type: none"> 1. Reflective Journal 2. Share and sign
20	<p>Table Manners Intro to Vocabulary words Table setting Activity</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Dictionary page (if not finished) 3. Ask your parents/guardians: How are tables set in your homes? (traditional/cultural table setting)
21	<p>Table Manners Table manners in the US and the world</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Ask your parents/guardians: What is considered “good table manners” in your culture?
22	<p>Table Manners Table manners and Customs around the world Theme for Cooking Lab 2 - Drinks</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Bring a Drinks recipe from home for cooking lab 2
23	<p>Table Manners Recipes for Cooking Lab 2</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Review what we did for the Table Manners Unit
24	<p>Table Manners Test Team Competition Recipes and Work Plan for Cooking Lab 2</p>	<ol style="list-style-type: none"> 1. Share and sign
25	<p>Cooking Lab 2</p>	<ol style="list-style-type: none"> 1. Reflective Journal 2. Share and sign 3. Bring 3 Nutrition labels
26	<p>Managing your Life – You as a consumer Intro. to Vocabulary words Nutrition Facts label Activity</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Dictionary page (if not finished) 3. Ask your parents/guardians: What do you look for when buying food for the family?
27	<p>Managing your Life – You as a consumer Intro. to Group Presentation - Brainstorm</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Quick Write: Your presentation topic
28	<p>Managing your Life – You as a consumer Preparation for Group Presentation</p>	<ol style="list-style-type: none"> 1. Share and sign
29	<p>Managing your Life – You as a consumer Preparation for Group Presentation</p>	<ol style="list-style-type: none"> 1. Share and sign 2. Quick Write: What do you think is important when doing a presentation? 3. Ask your parents/guardians: What are some characteristics of a “good presentation” in your culture?

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30	Managing your Life – You as a consumer Preparation for Group Presentation	1. Share and sign
31	Managing your Life – You as a consumer Group Presentation	1. Share and sign 2. Self-evaluation sheet (for those who presented in this class)
32	Managing your Life – You as a consumer Group Presentation Theme for Cooking Lab 3 – Main Dish	1. Share and sign 2. Bring a Main Dish recipe from home for Cooking Lab 3 3. Self-evaluation sheet (for those who presented in this class)
33	Managing your Life – You as a consumer Recipes for Cooking Lab 3	1. Share and sign 2. Review what we did for Managing your Life – You as a Consumer Unit
34	Managing your Life – You as a consumer Test Team Competition Recipes and Work Plan for Cooking Lab 3	1. Share and sign
35	Cooking Lab 3	1. Reflective Journal 2. Share and sign
36	Managing your Life - Healthy Diet Intro. to Vocabulary Words Healthy and Ideal body types	1. Share and sign
37	Managing your Life - Healthy Diet Analyzing your own habits Theme for Cooking Lab - Desserts	1. Share and sign 2. Quick Write: My Eating Habits 3. Bring a Dessert recipe from home for Cooking Lab 4
38	Managing your Life – Healthy Diet Recipes for Cooking Lab 4	1. Share and sign
39	Managing your Life – Healthy Diet Recipes and Work Plan for Cooking Lab 4 Intro to Final Project	1. Share and sign 2. Ask your parent/guardian: What is your favorite food in the <u> (insert the category you and your group is in charge of) </u> food category?
40	Cooking Lab 4	1. Reflective Journal 2. Share and sign
41	You and the World – Reflection Planning a Meal – Final Project	1. Share and sign
42	You and the World – Reflection Planning a Meal – Final Project One-on-one Teacher/Student Portfolio Discussion	1. Share and sign
43	You and the World – Reflection Planning a Meal – Final Project One-on-one Teacher/Student Portfolio Discussion	1. Share and sign
44	You and the World – Reflection Planning a Meal – Final Project One-on-one Teacher/Student Portfolio Discussion	1. Share and sign
45	Cooking Lab 5	

Total number of classes:
45 classes

Class time:
60 min

Total hours of instruction:
45 hours

Sample Lesson Plans

Lesson Plan 1

Lesson Plan for Class 3

Students will be able to:

Goals and Objectives (language):

1. Engage in conversation smoothly using conversational strategies
2. Listen and follow teacher instruction
3. Explain definitions of assigned vocabulary words to other students
4. Write as many words as they can on the assigned topic, under time pressure

Goals and Objectives (content – Home Economics):

1. Learn definitions of Home Economics related vocabulary words
2. Identify Proteins from other food groups

Goals and Objectives (parent-involvement):

1. Share what was learned in class with parent/guardian either in L1 or L2

Procedure: (Total time: 60 min)

	Time	Teacher action	Student action	G&O
1	10 min	Warm-up 1) Greet the students 2) Take attendance · Instruct and guide through the procedures of taking attendance 3) Go over the agenda Ask one student to read the agenda on the board.	1) Greet the teacher 2) Take attendance · Exchange attendance log with a partner and take attendance 3) One student will read the agenda on the board	L-1
2	10 min	Class Dictionary 1) Conversation Activity · Instruct students to find a partner. Make sure the partner is someone they haven't talked to during class 1 and 2. · Instruct students to decide who will go first. · Student 1 will speak about the vocabulary word they were assigned for 2 minutes.	1) Conversation Activity · Find a partner whom they have not talked to yet · Amongst the pairs, decide who will be Student 1 and who will be Student 2 · Go on and follow teacher instruction	L-2 C-1 L-1 L-3

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- After 2 minutes, Student 2 will have 30 seconds to ask one follow-up question. [How to ask: sign on the whiteboard]
- Repeat the same procedures with the Student 2 speaking for 2 minutes.
- After the entire cycle, have students sign each other's name and their word on the Vocabulary Share checklist (see Example Material 3.2).
- Then, have the students find another partner. Repeat the entire activity.

3 35 min

Food and Health - Protein

- 1) Provide students with pictures of food items using the Food Cards (see Example Material 3.3). Some are considered proteins, and some are not.
 - Show 1-2 examples of proteins: steak,
 - Make groups of 3-4 students
 - Students will choose which ones are proteins.
 - Ask students what they have picked out as Proteins. Using a big sized set of cards, put up student answers on the whiteboard.
- 2) Textbook p.368-369
 - In the same group of 3-4 students, instruct students to read the Proteins section. Introduce Popcorn reading/ Round Robin reading to students. Show an example with the first 2 paragraphs of the Proteins section.
 - Teacher go around and check if anyone is struggling.
- 3) Food Cards Answer check
 - Check the answers using what was put up on the whiteboard earlier to check for reading comprehension.
- 4) My Favorite Protein(s) Activity
 - Assign each student to choose top 3 favorite proteins of their own – can be something they learned in

1) Categorization Food Cards

- Listen to the explanation L-2
- Ask teachers questions if necessary for clarification C-1
- Sort cards and identify Protein items from the cards C-2

2) Read textbook

- In groups, take turn reading aloud. Switch at the end of each paragraph.

class, can be something they eat at home but was not covered in class

- Within the same groups of 3-4, instruct students to share their top 3 favorite proteins and compare

4 5 min

Homework Assignment

1) Share what you learned/did in class with your parent/guardian and get their signature on your attendance log sheet [= Share and sign]

Write down the homework on the Attendance Log

P-1
L-4

2) My Favorite Proteins Quick Write (QW)

Write whatever you can come up with on the top 3 favorite proteins, within the time limit of 10 minutes. After 10 minutes, stop and count the number of words you were able to write. Write the number in the box provided at the bottom right hand corner. (aim for 250 words in 10 minutes)

Example Material 3.3

					
Apple	Bacon	Baguette	Chicken	Corn	Egg
					
Bananas	Beef	Bread	Fish	Grapes	Lasagna Pasta
					
Broccoli	Butter	Candy	Lettuce	Milk	Mixed Nuts
					
Carrot	Cereal	Cheese	Noodles	Oatmeal	Oil
					
Orange	Pear	Penne Pasta	Salad	Smoothie	Yogurt
					
Pineapple	Sausage	Pork	Vegetables	Fruits	Hamburgers
					
Potatoes	Raspberries	Rice	Steak	Dumplings	French Fries
					
Tortilla Chips	Strawberry	Tomatoes	Can of Tuna	Burrito	Spam Musubi

Lesson Plan 2

Lesson Plan for Class 16

Students will be able to:

Goals and Objectives (language):

1. Engage in conversation smoothly using conversational strategies
2. Listen and follow teacher instruction
3. Explain definitions of assigned vocabulary words to other students

Goals and Objectives (content – Home Economics):

1. Learn definitions of Home Economics related vocabulary words
2. Learn to follow the recipe
3. Learn to make homemade playdough

Goals and Objectives (parent-involvement):

1. Share what was learned in class with parent/guardian either in L1 or L2
2. Ask about cultural background and experiences related to topics covered in class

Procedure: (Total time: 60 min)

	Time	Teacher action	Student action	G&O
1	10 min	Warm-up 1) Greet the students 2) Take attendance • Instruct and guide through the procedures of taking attendance 3) Go over the agenda Ask one student to read the agenda on the board.	1) Greet the teacher 2) Take attendance • Exchange attendance log with a partner and take attendance 3) One student will read the agenda on the board	L-1
2	10 min	Conversation Activity 1) What is your favorite dish that your parents/guardians make? • Instruct students to find a partner. • Instruct students to decide who will go first. • Student 1 will speak about the answer to the question they were assigned for 2 minutes. • After 2 minutes, Student 2 will have 30 seconds to ask one follow-up question. [How to ask: sign on the whiteboard]	1) Conversation Activity • Find a partner • Amongst the pairs, decide who will be Student 1 and who will be Student 2 • Go on and follow teacher instruction	C-1 L-1 L-3

- Repeat the same procedures with the Student 2 speaking for 2 minutes.
 - Then, have the students find another partner. Repeat the entire activity.

- 3** 35 min **The Kitchen – Following the Recipe**
 - 1) Following the recipe
 - Set up stations for different ingredients and supplies to measure the ingredients
 - Make groups of 2-3 students
 - Provide students with the recipe to making homemade playdough
 - 2) Clean up

- 1) Listen to the explanation
 - Ask teachers questions if necessary for clarification
 - Work with the group and follow the recipe

- L-2
 - C-2
 - L-1
 - C-3

- 2) Clean up using the Class Kitchen Clean List from Class 10

- 4** 5 min **Homework Assignment**
 - 1) Share what you learned/did in class with your parent/guardian and get their signature on your attendance log sheet [= Share and sign]
 - 2) The theme for the first cooking lab: Soups and Salads. Bring one Soup/Salad recipe from home that you would like to share with the class, and make in the cooking lab.

- Write down the homework on the Attendance Log

- P-1
 - P-2

Example Material 16.1

LET'S MAKE PLAYDOUGH

Ingredients:

- 3/4 cup salt
- 2 tablespoons cream of tartar
- 2 and 1/3 cups flour
- 1 tablespoon vegetable oil
- 1 teaspoon food coloring
- 1 cup water



Procedures:

Mix 3/4 cup salt, 2 tablespoons of cream of tartar and 2 and 1/3 cups of flour and set aside. Mix 1 tablespoon of vegetable oil with 1 teaspoon of food and 1 cup of water. Slowly add the wet mixture to the dry mixture and stir until the dough comes together. Knead the dough a few times to improve the texture.

Lesson Plan 3

Lesson Plan for Class 39

Students will be able to:

Goals and Objectives (language):

1. Engage in conversation smoothly using conversational strategies
2. Listen and follow teacher instruction
3. Explain definitions of assigned vocabulary words to other students

Goals and Objectives (content – Home Economics):

1. Learn definitions of Home Economics related vocabulary words
2. Clarify and know what they will be doing on the day of Cooking Lab 4
3. Grasp a flow of the final project

Goals and Objectives (parent-involvement):

1. Share what was learned in class with parent/guardian either in L1 or L2
2. Ask about cultural background and experiences related to topics covered in class

Procedure: (Total time: 60 min)

	Time	Teacher action	Student action	G&O
1	10 min	Warm-up 1) Greet the students 2) Take attendance · Instruct and guide through the procedures of taking attendance 3) Go over the agenda Ask one student to read the agenda on the board.	1) Greet the teacher 2) Take attendance · Exchange attendance log with a partner and take attendance 3) One student will read the agenda on the board	L-1
2	10 min	Class Dictionary 1) Conversation Activity · Instruct students to find a partner. · Instruct students to decide who will go first. · Student 1 will speak about the vocabulary word they were assigned for 2 minutes. · After 2 minutes, Student 2 will have 30 seconds to ask one follow-up question.	1) Conversation Activity · Find a partner · Amongst the pairs, decide who will be Student 1 and who will be Student 2 · Go on and follow teacher instruction	C-1 L-1 L-3

[How to ask: sign on the whiteboard]

- ・ Repeat the same procedures with the Student 2 speaking for 2 minutes.
- ・ Then, have the students find another partner. Repeat the entire activity.

3 20 min

Intro to Final Project

1) The final project is for them to coordinate everything for Cooking Lab 5 (Recipe, time management, table setting, cleanup, etc.) – Theme is a lunch for your parent/guardian [Instead of using plates and silverwares, what you cook will be packed in a lunch box].

2) Assign students to groups, or have them make groups.

- ・ Do a drawing and decide which group will make what: Soup, Salad, Main Dish, Dessert, and a Drink. (depending on the number of groups formed, the number of categories can be adjusted)

3) They can use any books, materials, supplies available in class, and the plan must be finished by 44th class in order for the teacher to buy necessary items.

1) Listen to the explanation

- ・ Ask teacher questions if necessary for clarification L-2
- ・ Work with the group to plan the final cooking lab C-3

4 10 min

Recipes for Cooking Lab 4

1) Last opportunity for students to go over the recipe and roles
 2) Review kitchen safety
 3) Review table setting

1) Listen to the explanation

- ・ Ask teachers questions if necessary for clarification L-2
- ・ Work with the group and clarify what each student will be doing during cooking lab L-1

5 5 min

Homework Assignment

1) Share what you learned/did in class with your parent/guardian and get their signature on your attendance log sheet [= Share and sign]
 2. Ask your parent/guardian: What is your favorite food in the (insert the category you and your group is in charge of) food category?

Write down the homework on the Attendance Log

P-1
 P-2

Lesson Plan 4

Lesson Plan for Class 45

Students will be able to:

Goals and Objectives (language):

1. Engage in conversation smoothly using conversational strategies
2. Listen and follow teacher instruction

Goals and Objectives (content – Home Economics):

1. Perform kitchen safety skills learned in class
2. Cook based on the recipe and work plan

Goals and Objectives (parent-involvement):

1. Share what was learned in class with parent/guardian either in L1 or L2

Procedure: (Total time: 60 min)

	Time	Teacher action	Student action	G&O
1	5 min	Warm-up 1) Greet the students 2) Take attendance	1) Greet the teacher 2) Take attendance	L-1
2	55 min	Cooking Lab 5 1) Students will meet with their group with the recipes and their work plan 2) Students will go ahead and start cooking. Then the students will pack what they cooked in lunch boxes to take home to their parents. 3) Clean up	1) Listen to the explanation · Ask teachers questions if necessary 2) Remembering safety skills, following the recipe, going along with the work plan 3) Clean up using the Class Kitchen Cleaning List	L-2 C-1 C-2 L-1 P-1