COURSE TITLE

Foods

LENGTH

One Semester
Grade 9, 10, 11, and/or 12

DEPARTMENT

Fine, Practical & Performing Arts
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Rutherford High School

DATE

Initial Approval: June 15, 2015
Latest Revision: September 10, 2018

Foods

I. Introduction/Overview/Philosophy

Foods in an introductory course designed for students who wish to learn the basic techniques of food preparation. United Stated Department of Agriculture's (USDA), MyPlate is used as a foundation when covering each food group. Students will also gain a better understanding on where certain foods come from and the journey these foods take from farm to plate. Finally, students will develop a safe and scientific approach to preparing a variety of foods within these food groups.

Discussions and information pertaining to career choices in food and food service industries will be discussed throughout the semester.

II. Objectives

Course Outline:

A. Safety/Kitchen Sanitation

a. Identify safe procedures for handling and working with equipment and utensils.
b. Identify safe procedures for handling and working with various types of food.
c. Identify hazardous materials.
d. Pass a safety test.
e. Describe important standards of personal hygiene and kitchen cleanliness.
f. Develop skills in kitchen cleanliness and orderliness.
g. Discuss causes, symptoms, and treatments of common food-borne illnesses.
h. Demonstrate proper handling, use, cleaning, and storage of sharp objects that include, but are not limited to, knives, peelers, and graters.

B. Kitchen Equipment

a. Identify specific uses for various kitchen appliances, small equipment, and utensils.
b. Develop skills in measuring by using appropriate equipment and utensils.

C. Laboratory Preparation Skills

a. Learn how to use abbreviations in recipes.
b. Learn how to convert the yield in recipes.
c. Develop skills in reading and following directions in recipes.
d. Develop skills in converting recipes for appropriate number of servings.

D. MyPlate

a. Identify the 6 major components of MyPlate
    i. Examine the goals for MyPlate for all age groups, but specifically targeting adolescents.
    ii. Discussion of the USDA and how they developed the Food Guide Pyramid over the years. Examine how it had evolved into a plate when for decades it has been designed as a pyramid.
    iii. Compare and contrast the adequate serving sizes for adolescents by gender. Include daily exercise regimens as well.
b. Incorporate information on servings and serving sizes in menu planning.

E. Grains

a. Define grains
b. List a variety of grain products
c. Examine the nutritional components of all grain types and how they affect the body
    i. Whole-grain
    ii. Enriched
    iii. Refined
d. Discuss the characteristics, preparation methods, and cooking principles of the following grains:
    i. *Wheat*: pasta, barley, couscous, farro, & bulgar wheat
        - Define gluten
        - Review the difference between gluten-intolerance and Celiac Disease

ii. Rice
iii. Corn
iv. Oats

e. Assess how to properly select and store grain products
f. Examine the food science principles and techniques for grains
g. Prepare a variety of grains in ways to preserve their textures, flavors, and nutrients

F. Quick & Yeast Breads

a. Identify the terms quick bread and yeast bread
    i. Compare and contrast the techniques of preparing, ingredients used, and baking principles of each
    ii. Assess the difference between batters and doughs
b. Describe the nutritional components of bread and bread products
c. Examine the functions of ingredients that can be used to prepare bread and bread products
    i. Flour
        - Gluten vs. gluten-free
    ii. Leavening agents
        - Chemical vs. non-chemical agents
    iii. Salt
    iv. Sweetener
    v. Fat
    vi. Liquid
    vii. Eggs
    viii. Added ingredients
        - Herbs, spices, extracts, cocoa, food coloring, chocolate, nuts, seeds, fruit, vegetables, etc.
d. Describe how to select and store baked goods
e. Prepare both quick and yeast breads

G. Fruits

a. Identify and give examples of the 6 classifications of fruits
b. Assess the nutritional components and health effects of fruits by classification
c. Explain how to properly select and store fruits
d. Examine the purpose of convenience fruits
e. Describe food science principles for cooking fruits
f. Identify healthy methods for preparing fruits to retain nutrients
g. Prepare fruits in a variety of ways to preserve their colors, textures, flavors and nutrients.

H. Vegetables

a. Identify and give examples of the 8 classifications of vegetables
b. Assess the nutritional components and health effects of vegetables by classification
c. Explain how to properly select and store vegetables
d. Examine the purpose of convenience fruits
e. Describe food science principles for cooking vegetables
f. Identify healthy methods for preparing vegetables to retain nutrients
g. Prepare vegetables in a variety of ways to preserve their colors, textures, flavors and nutrients.

I. Meat

a. Identify what is meat and explain the major meat producing animals in the United States: *Beef, Veal, Lamb, & Pork*
   i. Wholesale cuts versus retail cuts
   ii. Variety Meats
   iii. Processed Meats
   iv. Ground Meats
   v. Convenience Meats
b. Examine the nutritional value of meat
c. List factors affecting the selection of meats
d. Discuss the inspection and grading process of meat
e. Describe how to properly store meats to maintain their quality and reduce risk of food-borne illnesses
f. Assess the principles and methods of cooking meat
g. Prepare meats by utilizing both moist and dry cooking methods

J. Fish

a. Identify the terms finfish and shellfish, and explain the major finfish/shellfish animals in the United States: *Finfish (lean & fat) and Shellfish (mollusks & crustaceans)*
   i. Finfish: lean vs. fat fish
   ii. Mollusks
   iii. Crustaceans
   iv. Convenience fish and shellfish
b. Examine the nutritional value of finfish and shellfish
c. List factors affecting the selection of finfish and shellfish
d. Discuss the inspection and grading process of finfish and shellfish
e. Describe how to properly store finfish and shellfish to maintain their quality and reduce risk of food-borne illnesses
f. Assess the principles and methods of cooking finfish and shellfish
g. Prepare finfish and shellfish by utilizing both moist and dry cooking methods

K. Poultry

a. Identify what is poultry and explain the major poultry producing animals in the United States: *Chicken, turkey, duck and geese*
   i. White meat versus dark muscle
   ii. Ground poultry
   iii. Processed poultry
   iv. Giblets
   v. Convenience poultry
b. Examine the nutritional value of poultry birds
c. List factors affecting the selection of poultry
d. Discuss the inspection and grading process of poultry
e. Describe how to properly store poultry to maintain their quality and reduce risk of food-borne illnesses
f. Assess the principles and methods of cooking poultry
g. Prepare poultry by utilizing both moist and dry cooking methods

L. Desserts

a. List and describe three popular types of desserts: *pies, cookies, and cakes*
b. Identify the nutritional components of most desserts and why they should be consumed in moderation
c. Examine the food science and mathematics principles with baking versus cooking
    i. *Pies*
        - Describe the ingredients used to make pastry
        - Identify equipment needed to make pastry
        - Examine the proper textural components of pastry
        - Describe the 4 classifications of pies
        - Prepare a variety of pies
    ii. *Cookies*
        - Describe the main ingredients used to make cookies
        - Identify and explain the 6 classifications of cookies
        - Discuss the equipment needed to prepare different types of cookies
        - Prepare a variety of cookies
    iii. *Cakes*
        - Describe the main ingredients used to make cakes
        - Identify and explain the 3 classifications of cakes
        - Discuss the equipment needed to prepare different types of cakes.
        - Prepare a variety of cakes

M. Dairy

a. List common types of dairy products
b. Identify and describe nutritional components of dairy products
    i. Determine the difference between lactose-intolerance and dairy allergies
c. List factors affecting the selection of dairy products
d. Describe guidelines for preventing adverse reactions when cooking with dairy products
e. Determine the best ways to store dairy products
f. Identify convenience dairy products
g. Examine dairy alternative products
h. Prepare a variety of dishes using milk, cream, cheese and other dairy products.

N. Eggs

a. List and describe how eggs are processed, inspected, sized, and graded
    i. Identify the commonly used egg size
b. Explain the nutritional components of eggs
    ii. Describe what are egg substitutes and why one may choose them over whole eggs
c. Describe how one should properly select and store eggs to ensure quality and reduce risk of food-borne illnesses
d. Assess the functions of eggs in both cooking and baking
e. Describe the principles and methods for cooking eggs
f. Cook eggs in a variety of ways using both dry and moist heat cooking methods

O. Principles of Food Preparation

a. Learn variety of food preparation methods, including baking, sautéing, broiling, roasting, stir-frying, pan-frying, braising, stewing, steaming, boiling, and poaching.
b. Identify which preparation methods are appropriate for individual food items.
c. Prepare foods from each section of MyPlate.
d. Evaluate prepared food for taste, cooking/baking technique, appearance, and their ability to work cohesively and effectively as a team to follow a set of directions to create an end product. All safety and sanitation rules should be followed during each food lab.
e. Analyze and apply directions of selected recipes and relate knowledge to unit/lesson topic.

P. Career Awareness

a. Research involving careers in food service management or nutrition.
b. Presentation/Paper on above topic.

Student Outcomes:

After successfully completing this course, the student will be able to:

- Discuss causes, symptoms and treatment of common food borne illnesses
- Describe importance of personal and kitchen cleanliness
- Give examples of how following good safety practices prevents kitchen accidents
- Apply basic first aid in home
- Set a table attractively
- List points to consider when choosing appliances
- Explain how to select, use and care for major and portable kitchen appliances
- Identify various small kitchen utensils and discuss their functions
- Explain how to select, use and care for cooking and baking utensils
- Identify abbreviations
- Measure solids, liquids and fats used in recipes
- Change the yield of a recipe
- Describe good nutrition
- Name the six major nutrients
- Describe the functions of each of the nutrients
- List important sources of each nutrient
- Describe deficiencies in the major nutrients
- Describe the food pyramid
- Identify how many daily servings you need from each group in the food pyramid and what constitutes a serving.
- List the Dietary Guidelines for Americans
- Plan nutritious meals using MyPlate
- Prepare a family food budget
- Plan menus with an appealing variety of flavors, colors, textures, shapes, sizes and temperatures
- Discuss the role of the meal manager
- List the resources a meal manager uses to prepare or serve nutritious family meals
- Explain how food labeling, unit pricing and generic and organic food products affect you as a consumer
- Prepare foods within each of the nutrient and food pyramid categories.
- Identify career opportunities in the area of foods, nutrition and food service management

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one’s digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

III. Proficiency Levels

This elective course is open to students in grades 9-12. There are no prerequisites.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Lab Participation

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

There are no prerequisites for this course. This elective course is for grades 9-12.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one semester and is offered to students in grades 9-12.

VII. Resources

Texts/Supplemental Reading/References

- Guest speakers
- Field trips
- Internet websites such as MyPlate.gov, Kraftfoods.com, Foodtv.com, and Bettycrocker.com, Cookinglight.com, YouTube.com, Allrecipes.com
- Documentary and instructional videos
- Saveur Magazine
- Family Circle Magazine
- Food for Today: Glencoe, 2006
- Guide to Good Food by Velda L. Largen and Deborah L. Bence The Goodheart-Willcox Company, Inc., 2006

VIII. Suggested Activities

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion through Google presentations
- Flipped Classroom
- Blended Learning sources
- Video presentations
- Laboratory assignments
- Class work
- Group discussion
- Homework
- Presentations
- Computer lab and computer assignments
- Brochures
- Newsletters
- Oral presentations
- Newspaper, magazine and journal article reviews

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

X. Interdisciplinary Connections

Based on the New Jersey Student Learning Standards, this course requires the use of **mathematics** and **language arts** through daily life skills such as measuring ingredients and reading recipes. **Writing** and **social studies** skills are met through written homework assignments and current news articles on nutrition. **Economics** applies to various units examining consumerism, government subsidized farming, supply and demand, and the cost of food items from farm to plate. **Science** and **health** topics are covered daily in the study of nutrients in the body and the chemical composition of foods and nutrients.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Safety/Kitchen Sanitation ● Identify safe procedures for handling and working with varies kitchen equipment, utensils, and types of food. ● Examine materials that may be hazardous in the kitchen. ● Describe the importance of personal hygiene and kitchen cleanliness in prevention of food-borne illnesses. ● Demonstrate proper handling of sharp objects and both major and minor kitchen equipment.	1 week	*For Support:* • Guided note taking • Use of visual and multi-sensory formats • Study guide • Testing accommodations *For Enhancement:* • Adjusting the pace of lessons • Student-driven • Real-world problems and scenarios	*21st Century Standards CRP:* • CRP1, CRP3, CRP5, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-	*Formative Assessment:* • Knife Safety (YouTube & worksheet) • Safety & Sanitation Worksheet (Google Classroom) • Current Event *Summative Assessment:* • Safety Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Pass a safety/sanitation test.			12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* • 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Kitchen Equipment/Laboratory Preparation Skills • Identify specific uses for various kitchen appliances, small equipment & utensils. • Develop skills in measuring by using appropriate utensils. • Understand abbreviations and converting recipes to determine a specific yield. • Develop skills in	½ Week	*For Support:* • Peer mentoring • Teacher modeling • Modification of content and student products *For Enhancement:* • Real-world problems and scenarios • Flexible grouping • Student-driven	*21st Century Standards CRP:* • CRP1, CRP3, CRP4, CRP5, CRP6, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5,	*Formative Assessment:* • Kitchen equipment chart that include uses for each piece of equipment. • Major and small kitchen appliances YouTube and worksheet. • Doubling and halving a recipe worksheet *Summative Assessment:* • Quiz on measuring,

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
reading and following recipe instructions.			9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	reading a recipe, and kitchen equipment
MyPlate • Identify the 6 major components of MyPlate • Examine the goals for MyPlate based on adolescent needs. • Discuss the USDA's objective in the design of MyPlate and the evolution it has taken over several decades.	½ Week	*For Support:* • Peer mentoring on problems • Guided note taking • Use of visual and multi-sensory formats *For Enhancement:* • Higher-order thinking skills • Adjusting the pace of lessons	*21st Century Standards CRP:* • CRP1, CRP3, CRP4, CRP5, CRP6, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1	*Formative Assessment:* • MyPlate design • MyPyramid vs. MyPlate *Summative Assessment:* • MyPlate meal: create a meal for a specific age group that meet

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Compare and contrast adequate serving sizes based on gender for adolescents.		• Interest-based content	*21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	nutritional needs based on MyPlate standards.
Grains • Examine what grains are, nutritional components of a variety of grains. • Discuss the characteristics, preparation methods	2 weeks	*For Support:* • Peer mentoring on problems • Study guide • Testing accommodations • Guided note taking	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards*	*Formative Assessment:* • Quiz/Quiz/Switch • Grain worksheet • What is gluten? YouTube video and questions. • Cooking labs based on

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
and cooking principles of wheat, rice, corn and oats. • Assess how to properly select and store grain products. • Prepare a variety of grains in ways to preserve their textures, flavors, and nutrients.		• Teacher modeling *For Enhancement:* • Enhanced expectations • Student-driven • Elevated questioning techniques using Webb's Depth of Knowledge Matrix	*8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	grains. *Summative Assessment:* • Grain Quiz
Quick & Yeast Breads • Identify the difference between quick and	2 weeks	*For Support:* • Use of assisted technology	*21st Century Standards CRP:* • CRP1, CRP2, CRP3,	*Formative Assessment:* • YouTube on leavening

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
yeast breads. • Compare and contrast the baking principles and techniques of each. • Determine the nutritional components based on ingredients. • Examine the functions of ingredients that can be used to prepare both quick and yeast breads. • Prepare both quick and yeast breads.		• Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Student-driven • Interest-based content • Higher-order thinking questions	CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3,	agents and worksheet • Functions of ingredients worksheet • Cooking labs based on quick and yeast breads. *Summative Assessment:* • Bread Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Fruits • Identify and give examples of the 6 classifications of fruits. • Assess the nutritional components and health effects of fruits by their classification. • Determine how to properly select and store fruits. • Identify the purpose of convenience fruits. • Describe the food science principles for cooking fruits, and ways to retain nutrients. • Prepare fruits in a variety of ways to preserve their colors, textures, flavors, and nutrients.	1 ½ weeks	*For Support:* • Use of prompts • Guided note taking • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Student-driven • Adjusting pace of lessons • Higher-order thinking questions	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CPR7, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6,	*Formative Assessment:* • Fruit taste-test with identifying classification and nutritional components • Seasonal fruits Venn-Diagram • Fruit scramble with classification worksheet • Cooking labs based on fruits (both moist and dry heat cooking methods). *Summative Assessment:* • Fruit Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Vegetables • Identify and give examples of the 8 classifications of vegetables. • Assess the nutritional components and health effects of vegetables by their classification. • Determine how to properly select and store vegetables. • Identify the purpose of convenience vegetables. • Describe the food science principles for cooking vegetables, and ways to retain nutrients.	1 ½ weeks	*For Support:* • Teacher modeling • Peer mentoring • Guided note taking • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Student-driven • Real-world problems • Adjusting pace of lessons • Higher-order thinking questions	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CPR7, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10	*Formative Assessment:* • Organic vs. Conventionally grown produce: article review • How does heat affect the pigment of certain vegetables? YouTube and worksheet • Cooking labs based on vegetables (using both moist and dry-heat cooking methods). *Summative Assessment:* • Vegetable Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Prepare vegetables in a variety of ways to preserve their colors, textures, flavors, and nutrients.			*NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Meat • Identify the term meat and explain the major meat producing animals in the United States. • Examine ways you can purchase meats. • Determine cost of meat by animal, cut, and location of meat. • Examine the nutritional value of meat. • List factors affecting	2 weeks	*For Support:* • Use of assisted technology • Scaffolding • Peer mentoring • Guided note taking • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Elevated questioning	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CPR7, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:*	*Formative Assessment:* • Cooking meat based on location, worksheet • Organic, grass-fed, and conventional beef cattle. Article review • Nutritional quality of red meat based on animal • Cooking labs based on meat (using both moist and dry-heat cooking methods).

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
the selection of meat. • Discuss the USDA's inspection and grading process of meat. • Describe how to properly store meats to maintain their quality and reduce risk of food-borne illnesses. • Assess the principles and methods of cooking meat. • Prepare meats by utilizing both moist and dry cooking methods.		techniques using Webb's Depth of Knowledge matrix • Student-driven • Real-world problems • Adjusting pace of lessons • Higher-order thinking skills	• 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	*Summative Assessment:* • Meat Quiz
Fish • Identify the terms finfish and shellfish and explain the major finfish/shellfish producing animals in the United States. • Examine ways you can purchase	1 ½ weeks	*For Support:* • Pre-teaching of vocabulary and concepts • Peer mentoring • Guided note taking • Modification of content and student products	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:*	*Formative Assessment:* • Purchasing finfish and shellfish worksheet • Farm raised versus wild caught finfish and shellfish. Article review

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
finfish/shellfish. • Determine cost of finfish/shellfish by animal and cut. • Examine the nutritional value of finfish/shellfish. • List factors affecting the selection of finfish/shellfish. • Discuss the NMFS's inspection and grading process of finfish/shellfish. • Describe how to properly store finfish/shellfish to maintain their quality and reduce risk of food-borne illnesses. • Assess the principles and methods of cooking finfish/shellfish. • Prepare finfish/shellfish by utilizing both moist		• Study guide • Testing accommodations *For Enhancement:* • Interest-based content • Real-world problems and scenarios • Adjusting pace of lessons • Higher-order thinking questions	• 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	• Cooking labs based on finfish and shellfish (using both moist and dry-heat cooking methods). *Summative Assessment:* • Fish Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
and dry cooking methods.				
Poultry • Identify the term poultry and explain the major poultry producing animals in the United States. • Examine ways you can purchase poultry. • Determine cost of poultry by animal, cut, and location of poultry. • Examine the nutritional value of poultry. • List factors affecting the selection of poultry. • Discuss the USDA's inspection and grading process of poultry. • Describe how to properly store poultry	2 weeks	*For Support:* • Visual aides • Peer mentoring • Tiered assignments • Guided note taking • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Inquiry-based instruction • Real-world problems and scenarios • Adjusting pace of lessons • Higher-order thinking questions	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6,	*Formative Assessment:* • Poultry scramble worksheet • Organic, free-range, and conventional poultry. Article review • Nutritional components of poultry based on animal. • Cooking labs based on various poultry birds (using both moist and dry-heat cooking methods). *Summative Assessment:* • Poultry Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
to maintain their quality and reduce risk of food-borne illnesses. • Assess the principles and methods of cooking poultry. • Prepare poultry by utilizing both moist and dry cooking methods.			RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Desserts • List and describe three popular types of desserts: pies, cookies and cakes. • Identify the nutritional components of most desserts and why they should be consumed in moderation. • Examine the food sciences and mathematics principles of baking versus cooking. • Prepare a variety of	3 weeks	*For Support:* • Teacher modeling • Peer mentoring • Guided note taking • Scaffolding of materials and assignments • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Student-driven		*Formative Assessment:* • Dessert packet • Functions of pastry: YouTube and Questions • Baking cookies: YouTube and questions • Baking labs based on desserts (pies, cookies, and cakes). *Summative Assessment:*

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
pies, cakes, and cookies based on classification.		• Topic selection by interest • Real-world problems • Adjusting pace of lessons • Higher-order thinking questions		• Dessert Quiz
Dairy • List common types of dairy products. • Identify and describe nutritional components of dairy products. • List factors affecting the selection of dairy products. • Describe guidelines for preventing adverse reactions when cooking with dairy products. • Determine the best ways to store dairy products.	1 week	*For Support:* • Use of prompts • Peer mentoring • Guided note taking • Use of visual and multi-sensory formats • Modification of content and student products • Study guide • Testing accommodations *For Enhancement:* • Student-driven • Inquiry-based instruction • Real-world problems • Adjusting pace of	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-	*Formative Assessment:* • Lactose-intolerance: YouTube and questions • Organic, lactose-free, and conventional dairy cattle. Article review • Nutritional quality of dairy based on type • Cooking labs based on dairy products (using both moist and dry-heat cooking methods). *Summative Assessment:* • Dairy Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Examine dairy alternative products. • Prepare a variety of dishes using milk, cream, cheese, and other dairy products.		lessons • Higher-order thinking questions	RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	
Eggs • List and describe how eggs are processed, inspected, sized and graded. • Explain the nutritional components of eggs. • Describe how one should properly select and store eggs to ensure quality and reduce risk of food-borne illnesses.	1 week	*For Support:* • Multi-media approach to accommodate various learning styles • Reteach and review • Peer mentoring • Guided note taking • Modification of content and student products • Study guide • Testing accommodations	*21st Century Standards CRP:* • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1	*Formative Assessment:* • Nutritional components and function of eggs: article and questions • What determines the egg shell color? YouTube and questions • Eggs are not just from chickens: YouTube and questions • What are ultra-high pasteurized eggs?

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Assess the functions of eggs in both cooking and baking. • Describe the scientific principles and methods for cooking eggs. • Cook eggs in a variety of ways using both dry and moist heat cooking methods.		*For Enhancement:* • Student-driven • Real-world problems and scenarios • Curriculum compacting • Adjusting pace of lessons • Higher-order thinking questions	*21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9, 9.3.HT-RFB.2, 9.3.HT-RFB.10 *NJSLS.ELA-Literacy:* • SL.11-12.1c, SL.11-12.4, SL.11-12.6, L.11-12.2, L.11-12.6, RI.11-12.1, RI.11-12.7 *NJSLS Science & Math:* 5.2.12.A.5, 5.2.12.A.6, 5.3.12.A.3, 5.1.12.D.1,HSG-MG.A.3,HSF-LE.A.1a	Article review • Cooking labs based on eggs (using both moist and dry-heat cooking methods). *Summative Assessment:* • Egg Quiz
Career Awareness • Research involving careers in food service management or nutrition.	½ week	*For Support:* • Teacher modeling • Authentic assessments • Use of cognates to increase comprehension *For Enhancement:*	*21st Century Standards CRP:* • CRP1, CRP3, CRP5, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:*	*Formative Assessment:* • Career match: worksheet *Summative Assessment:*

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		• Student-driven • Real-world problems and scenarios • Supplemental reading material for independent study • Higher-order thinking questions	• 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.12.F.1 *21st Century Standards 9.2:* • 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.9	• Essay summary