

# **BLOOMFIELD BOARD OF EDUCATION**

Administration Offices

155 Broad Street

Bloomfield, NJ 07003

## **Foods and Nutrition Curriculum Guide Grades 9-12 2019**

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**Aligns to the New Jersey Student Learning Standards**

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## NJSLS Standards

- [Technology](#)
- [21st Century Life and Careers](#)
- [ELA Standards](#)
- [Math Standards](#)
- [NGSS](#)
- [Social Studies](#)
- [World Languages](#)
- [Comprehensive Health and PE](#)
- Content Area Standard #1
- Content Area Standard #2

## Specialized [Accommodations](#)

## Course Description

Foods and Nutrition is a semester course that allows students the opportunity to become immersed in the basics of human nutrition, food preparation, consumerism and various cultures and their contributions to our world of food. This hands on course will allow students to successfully prepare recipes as it relates to prior lessons taught within the course curricula. Ultimately this semester course will give students invaluable opportunities to explore and embark on careers in culinary arts, food science, nutrition, and beyond.

Food preparation is an integral part of the 21st century life and career skills standard and gives every student the opportunity to function in an evolving workplace and global society. The students will develop skill sets in independent living, critical thinking, and problem solving through selecting, planning, and preparing nutritious meals. Students will participate in a variety of laboratory experiences as well as written and performance activities. The course will be aligned to the latest New Jersey Student Learning Standards (NJSLS), and Career Ready Practices as outlined below.

- **The 12 Career Ready Practices**

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

- **9.1 Personal Financial Literacy**

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

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

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

- **9.3 Career and Technical Education**

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

New Jersey Student Learning Standards

<https://www.state.nj.us/education/cccs/2014/career/>

Adopted Text(s)

“Food For Today” ISBN:978-0-07-888366-8

Glencoe McGraw Hill Companies Inc

2160 Oxnard Street Suite 500

Woodland Hills CA 91367

Copyright 2010

## Adopted Resources

Food for Today Student Activity Workbook

Copyright 2010

Various classroom cookbooks

“Good Eats” Alton Brown DVD collection to reinforce student learning with recipe ideas and preparation techniques

“Food Safety” DVD

“Knife Skills” DVD

“Kitchen Math” DVD

“Fruits and Vegetables Storage and Preparation” DVD

“From Farm to Table” DVD

“The Egg Project” DVD

“Meal Planning” DVD

“Baking Basics” DVD

## Additional Resources

SmartBoard

Internet Searches

Chromebook

Printable online resources:

Online food lab activities

Food science activities

Global food tours

Atlas of world food

Reteaching activities

# Unit 1

Unit #1:	<b>Kitchen Basics</b>
Timeframe:	6-8 Days
Subject/Topic:	Food Safety & Storage, Preventing Kitchen Accidents, Equipping the Kitchen
<b>DESIRED RESULTS</b>	
Content Area NJSLs	<p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.</p> <p>9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food &amp; Natural Resources Career Cluster.</p> <p>9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food &amp; Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.</p> <p>9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.</p> <p>9.3.12.AG.4 Demonstrate stewardship of natural resources in AFNR activities.</p> <p>9.3.12.AG.5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food &amp; Natural Resources Career Pathways.</p> <p>9.3.12.AG.6 Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.</p> <p>9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.</p> <p>9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.</p> <p>9.3.12.AG-NR.3 Develop plans to ensure sustainable production and processing of natural resources.</p>
Interdisciplinary, Technology and 21st	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>

Century Life & Careers	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Enduring Understandings:	<p>Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.</p> <p>The art of cooking requires skill and knowledge. Technological advances affect food production, new food inventions, and provide convenience in our personal food selection.</p> <p>A well functioning kitchen that has a variety of large appliances, small appliances, and hand tools require an understanding of basic functions and care of that equipment.</p> <p>An effective workflow and functional kitchen allows for the work area and space to be utilized in an effective manner to accomplish culinary tasks with the correct tools and equipment.</p>
Essential Questions:	<p>What are the safety protocols needed to prevent accidents and protect you against a variety of hazards that may be present in the kitchen?</p> <p>Why is safety an important issue in the kitchen?</p> <p>Why is sanitation important and how are food borne illnesses prevented?</p> <p>To what extent does the purchase and storage of food affect its quality?</p> <p>In what ways do technological advances impact meal planning, preparation, and purchasing decisions?</p> <p>Why is it important to identify small hand tools and know their function?</p> <p>Why is it important to identify large and small appliances and know their function?</p> <p>How can we better organize the placement of small hand tools, and appliances to have a functional kitchen?</p> <p>Why is it important to understand the concept of effective work flow in the kitchen?</p>
Critical Vocabulary	<p>Polarized plug, carbon monoxide, inspection modules, vulnerable precautions, toxic, hazard, cook tops, cross contamination, foodborne illnesses, FDA, USDA, EPA.</p> <p>Heating units, Convection oven, Microwave oven, Gas/electric ranges, Versatile bakeware, Cookware, Small hand held tools, Measuring tools, Cutting tools, Mixing tools, Cooking Thermometers, Microwave safe, Non-stick cookware/bakeware, Work-flow, Work triangle</p>



<p>All Students Will Know and Be Able To. . .</p>	<p>Observe and follow procedures to prevent kitchen accidents. Explain why keeping a clean and workable kitchen area can prevent safety hazards. Understand safety and sanitation guidelines while working in the lab. Understand proper methods in handling sharp kitchen tools and equipment. Understand the methods to preventing and handling kitchen fires in the lab or in the home. Define and describe the function of large and small appliances Define and describe the function of small handheld tools Understand the importance of a well designed and equipped kitchen so that you can effectively store, prepare, and serve foods with ease.</p>
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
<p>Formative Performance Task:</p>	<p>Students will brainstorm safe and unsafe kitchen habits. Class discussion on understanding of safety and sanitation procedures to follow. Prepare a graphic organizer which will outline the proper handling of sharp objects and kitchen tools and how to prevent cuts and injury. Discuss the actions to take in the event of a kitchen fire. Discuss the actions to take in the event of bodily harm or injury such as cuts, burns, etc. Students will brainstorm what large and small appliances are often found in kitchens. Students will tour their kitchen and become familiar with the functions of the large appliances. Students will list the small hand tools and become familiar with its function and proper usage. Students will create a chart with the proper name of hand tools, its main function and how each tool is used for each task.</p>
<p>Summative Performance Task:</p>	<p>Safety and Sanitation quiz Hand tool, and large and small appliance quiz. Lab evaluation performance grade. Lab Evaluations/Observations packet grades Unit assignment grades. Unit articles review Q &amp; A</p>
<p>Formal Evidence of Learning &amp; Progress:</p>	<p>Rubrics Presentations Written Responses Essays</p>

	<p>Quizzes Tests Checklists Examinations of Student Work Lab Performances</p>
Informal Evidence of Learning & Progress:	<p>Rubrics Presentations Reading Assessments (Oral, etc.) Pre-Assessments Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection Brainstorming</p>
<h2>LEARNING PLAN</h2>	
Required Activities:	<p>Visual materials that show kitchen safety and sanitation tips, Visual materials that show kitchen equipment commonly found in kitchens. Teacher demos on safety and sanitation procedures and handling of sharp kitchen tools and/or objects. Teacher demos on presenting &amp; observing various hand tools and appliances commonly found in kitchens. Unit Study Guides Read and writes with articles on safety and sanitation. Read and writes with articles on hand tools and usages. Open Discussions on what hand tools are commonly found in kitchens. Open Discussions on safety hazards in a kitchen Brainstorming on methods to following safety and sanitation procedures Brainstorming on why appliances and hand tools are essential and how they make cooking easier. Pre Assessment Quiz on safety and sanitation Pre Assessment Quiz on hand tools and appliances</p>

	<p>Identify and discuss methods to handle safety &amp; Sanitation</p> <p>Identify and discuss proper usage of hand tools and appliances.</p> <p>Teacher led discussions</p> <p>Student led discussions</p> <p>Group work</p> <p>Post Test on safety and sanitation</p> <p>Post Test on hand tools, small appliances, and large appliances</p>
Required Resources:	<p>Class Textbook</p> <p>Student workbooks</p> <p>Handouts</p> <p>DVD's</p> <p>Internet research</p>
Suggested Activities:	<p>Invite guest speakers from the food industry to discuss the importance of safety and sanitation procedures.</p> <p>Discuss personal experiences involved with safety and sanitation.</p> <p>Brainstorm on safe and unsafe habits with worksheets.</p> <p>Discuss and review safety protocol procedures.</p> <p>Discuss methods to create a safer and clean work environment in the lab and/or at home.</p> <p>Ice breakers: Do now with the "5 minute food and kitchen safety activity book".</p> <p>Research the latest technological findings in safety and sanitation</p> <p>Research the current EPA and FDA food regulations in accordance to safety and sanitation.</p> <p>List common appliances found in kitchens.</p> <p>Take a kitchen tour and identify the hand tools commonly used in cooking and discuss usages.</p> <p>Create and design a kitchen with good workspace and work-flow.</p> <p>Hand Tools Bingo Game</p> <p>Class textbook and unit review questions</p> <p>Ice Breakers: 5 Minute Food and Kitchen Safety Activities book (Do Now)</p> <p>Student workbooks and handouts</p> <p>View Small Kitchen Appliances DVD along with Q &amp; A worksheet.</p>
Suggested Resources:	<p>Food Network Websites/DVD's</p> <p>Class textbook and unit review questions</p> <p>5 Minute Food and Kitchen Safety Activities book (Do Now)</p> <p>Student workbooks</p> <p>Food Safety DVD</p>

	Knife Skills DVD
Strategies for <a href="#">Differentiation</a> :	<p>Readiness: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</p> <p>Interest: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options, lab groups of 4 students.</p> <p>Accommodations for Students in the following areas:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Students at Risk</li> <li>• Gifted and Talented K-12</li> <li>• 504</li> <li>• Personal Financial Literacy 6-12</li> <li>• Holocaust and Amistadt K-12</li> </ul>

## Unit 2

Unit #2:	The Art of Cooking
Timeframe:	5 Days
Subject/Topic:	Using Recipes and Preparation Techniques
<b>DESIRED RESULTS</b>	
Content Area NJSLs	<p>9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food</p>

	<p>products and processing.</p> <p>9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.</p> <p>9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.</p> <p>9.3.12.AG-NR.3 Develop plans to ensure sustainable production and processing of natural resources.</p> <p>9.3.12.AG-NR.4 Demonstrate responsible management procedures and techniques to protect or maintain natural resources.</p>
Interdisciplinary, Technology and 21st Century Life & Careers	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Enduring Understandings:	<p>Recipes are measurements and directions for preparing foods and beverages that are useful to cooks.</p> <p>Recipes can also be sources of important nutritional information for consumers such as calories and macronutrients as well as vitamins and minerals and amount of servings.</p> <p>Different food preparation and measuring techniques have varied effects on recipes. Mastering measuring is essential for success in the kitchen.</p>
Essential Questions:	<p>What are the advantages of having a recipe?</p> <p>What are the various weights and measures used in recipes?</p> <p>Why do we need to understand conversions and equivalents as an integral part of recipes?</p> <p>Why are special tools used to measure ingredients in a recipe?</p> <p>Why is proper measuring of ingredients important?</p> <p>What are the methods and tools are used to measure liquid and dry ingredients?</p>
Critical Vocabulary	<p>Recipe, Yield, Customary measurements, Metric system, Weights, Equivalent, Volume, High Altitude Cooking, Liquid measuring, Dry measuring, Volume, Taring , Cutting, Mixing, Coating</p>

<p>All Students Will Know and Be Able To. . .</p>	<p>List the six types of information found on a well written recipe Define the different units of measure and equivalents used in recipes. Describe how and why a recipe might need to be altered or modified. Describe methods to finding and organizing recipes. List different types of ingredients and the tools needed to measure them. Identify 8 different ways to mix ingredients. Describe why coating is essential in certain cooking techniques. Explain the benefits of learning of specialized cooking techniques.</p>
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
<p>Formative Performance Task:</p>	<p>Complete a recipe study guide Create a list of information contained in a recipe Analyze recipes utilizing customary measurements and metric measurements Complete student worksheet to modify an existing recipe Locate cookbooks to make recipe adjustments or modifications Create a unique recipe with set of ingredients and unique name Teacher demo of proper usage of tools and techniques. Students will demonstrate their measuring skills with kitchen tools and their math skills. Teacher will demonstrate a recipe to incorporate proper measuring techniques and measuring. Students will prepare a basic recipe to practice their measuring skills and recipe reading skills. Students will be observed and evaluated on lab performances.</p>
<p>Summative Performance Task:</p>	<p>Unit quiz on recipes, equivalents, and conversions. Unit quiz on measuring techniques and preparation methods. Lab and performance grade.</p>
<p>Formal Evidence of Learning &amp; Progress:</p>	<p>Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests Research Projects</p>

	<ul style="list-style-type: none"> <li>Checklists</li> <li>Examinations of Student Work</li> <li>Lab performances</li> </ul>
Informal Evidence of Learning & Progress:	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Exit Cards</li> <li>Presentations</li> <li>Reading Assessments (Oral, etc.)</li> <li>Pre-Assessment</li> <li>Checklists</li> <li>Peer Review</li> <li>Informal Observations/Dialogues</li> <li>Think A-louds</li> <li>Examinations of Student Work</li> <li>Self-Assessment /Reflection</li> </ul>
<b>LEARNING PLAN</b>	
Required Activities:	<ul style="list-style-type: none"> <li>Visual materials such as cookbooks that show various recipes, and measuring tools utilized in recipes.</li> <li>Teacher demos on following recipes properly and proper measuring techniques</li> <li>Unit Study Guides</li> <li>Open Discussions on recipe essentials, measuring techniques and preparation techniques.</li> <li>Brainstorming on methods to follow to modify recipes</li> <li>Pre Assessment Quiz on the current knowledge of using recipes</li> <li>Discuss what a well written recipe may look like</li> <li>Teacher led discussions</li> <li>Student led discussions</li> <li>Group work</li> <li>Pre Assessment Quiz on the current knowledge of measuring techniques and preparation techniques</li> <li>Post Test on measuring techniques and preparation techniques</li> <li>Post Test on recipes, equivalents and conversions</li> </ul>
Required	Current textbook "Food for Today"

Resources:	<p>Teacher resource binder</p> <p>Student workbooks “Food for Today”</p> <p>Internet searches</p> <p>Magazines</p> <p>Cookbooks</p> <p>DVD on “Kitchen Math” and Q &amp; A</p> <p>Math Measure Bingo Game</p>
Suggested Activities:	<p>List common items found in a recipe.</p> <p>List common measuring tools and techniques</p> <p>Teacher demonstrate using measuring tools and proper use</p> <p>Students demonstrate using measuring tools and proper use</p> <p>Locate recipes on the internet.</p> <p>Create and design a well written recipe.</p> <p>Equivalents Bingo Game</p> <p>Class textbook and unit review questions</p> <p>5 Minute Activities on Culinary Essentials (Do Now)</p> <p>Student workbooks and handouts</p> <p>View Kitchen Math DVD along with Q &amp; A worksheet.</p>
Suggested Resources:	<p>Food Network Websites/DVD's</p> <p>Bingo Game</p> <p>Class textbook</p> <p>5 Minute Activities on Culinary Essentials</p> <p>Student workbooks and handouts</p> <p>“Kitchen Math” DVD</p>
Strategies for <a href="#">Differentiation</a> :	<p>Readiness: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</p> <p>Interest: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options</p> <p>Accommodations for Students in the following areas:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Students at Risk</li> </ul>



	<ul style="list-style-type: none"> <li>• Gifted and Talented K-12</li> <li>• 504</li> <li>• Personal Financial Literacy 6-12</li> <li>• Holocaust and Amistadt K-12</li> </ul>
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## Unit 3

Unit #3:	Food Preparation
Timeframe:	20 days
Subject/Topic:	Fruits, Vegetables, Grains, Legumes, Nuts & Seeds
<b>DESIRED RESULTS</b>	
Content Area NJSLS	<p>9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food &amp; Natural Resources Career Cluster.</p> <p>9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food &amp; Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.</p> <p>9.3.12.AG-NR.4 Demonstrate responsible management procedures and techniques to protect or maintain natural resources.</p> <p>9.3.12.AG-PL.1 Develop and implement a crop management plan for a given production goal that accounts for environmental factors.</p> <p>9.3.12.AG-PL.2 Apply the principles of classification, plant anatomy and plant physiology to plant production and management.</p> <p>9.3.12.AG-PL.3 Propagate, culture and harvest plants and plant products based on current industry standards.</p> <p>9.3.12.AG-PL.4 Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).</p>
Interdisciplinary,	CRP1. Act as a responsible and contributing citizen and employee.

Technology and 21st Century Life & Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Enduring Understandings:	<p>Fruit are a nutritious and healthy food with many vitamins and minerals that adds to a proper diet.</p> <p>Fruit comes in a variety of forms and are colorful, flavorful and easy to prepare.</p> <p>Vegetables contribute to good health, can be prepared in many ways and add flavor, color and texture to meals.</p> <p>Grains are a versatile, nutritious and flavorful addition to meals and an economical way to stretch a food budget</p> <p>Legumes, nuts and seeds offer valuable nutrient, satisfying flavor. They can be easy to prepare and have many uses.</p>
Essential Questions:	<p>What types of nutrients do fruits provide?</p> <p>How do you know which fruit to purchase and the condition of fruits?</p> <p>How are fruits prepared for recipes?</p> <p>How does the way a vegetable is prepared affect its nutritional value, flavor and texture?</p> <p>What do vegetables contribute to the diet?</p> <p>How are grains used in meals?</p> <p>How does the use of grains vary from culture to culture?</p> <p>How does the processing of grain affect the nutritional value?</p> <p>What are the nutritional benefits of legumes nuts and seeds?</p> <p>What special preparation techniques are required of legumes, nuts and seeds?</p> <p>How can legumes, nuts and seeds be used to enhance other recipes?</p>
Critical Vocabulary	<p>Simmer, Poach, Core, Drupe, Pomes, Citrus, Tropical, Berries, Enzymes, Enzymatic browning, Produce</p> <p>Mature fruit, Immature fruit, Under ripe fruit, Carotene, Regreening, Ascorbic acid, Tuber, Flowers, Stems,</p> <p>Seeds, Leaves, Roots, Fruits, Bulbs, Squash, Salad Greens, Cooking Greens, Thiamin, Solanine, Niacin</p> <p>Crudite, Riboflavin, Absorption, Bulk, Soak, Double, Pre-soak,</p>

All Students Will Know and Be Able To. . .	<p>Describe the nutritional benefits of fruits, vegetables, grains, legumes, nuts &amp; seeds</p> <p>Describe the proper storage of fruits, vegetables, grains, legumes, nuts &amp; seeds</p> <p>Describe the proper cooking techniques of fruits, vegetables, grains, legumes, nuts &amp; seeds to preserve quality</p> <p>Identify the major fruit &amp; vegetable types and where they are found geographically</p> <p>Identify the types and uses of convenience forms of fruits, vegetables, grains, legumes, nuts &amp; seeds</p> <p>Describe enzymatic browning and the prevention of it</p>
<b>EVIDENCE OF STUDENT LEARNING</b>	
Formative Performance Task:	<p>Brainstorm what nutrients are present in fruits, vegetables, grains, legumes, nuts &amp; seeds</p> <p>Discussion of how fruits are stored in convenience forms</p> <p>Referring to text, identify fruits and vegetables from the major fruit categories</p> <p>Prepare a Chart of the types of fruits and what to look for when purchasing these fruits.</p> <p>Successfully prepare recipes using fresh fruits and convenience forms of fruit.</p> <p>Observe how enzymatic browning with fruit and vegetables takes place</p> <p>Use a graphic organizer to identify and briefly describe what the different types of grain have in common and how they differ</p> <p>Observe samples of a variety of legumes, nuts and seeds</p>
Summative Performance Task:	<p>Unit quiz on fruits and nutritional quality</p> <p>Unit quiz on vegetables</p> <p>Unit quiz on grains</p> <p>Unit quiz on legumes, seeds, and nuts</p> <p>Lab and performance grade</p>
Formal Evidence of Learning & Progress:	<p>Rubrics</p> <p>Exit Cards</p> <p>Presentations</p> <p>Written Responses</p> <p>Essays</p> <p>Quizzes</p> <p>Tests</p>

	Research Projects Checklists Examinations of Student Work Lab performances
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection Lab performance
<h2>LEARNING PLAN</h2>	
Required Activities:	Visual materials such as cookbooks that show recipes utilizing fresh and convenience form of fruits Internet Searches Posters showing the variety of fruits, vegetables and geographical areas they grow in Teacher demos on preparation of fruit, and vegetables such as coring, slicing, peeling, etc. Unit Study Guides Open Discussions on proper selection and storage of fruits, vegetables, grains, legumes, nuts and seeds Pre Assessment Quiz on the current knowledge of fruits and vegetables and nutrition Pre Assessment Quiz on the current knowledge of grains, legumes, nuts and seeds Teacher led discussions Student led discussions Group work Post Test on fruits, vegetables and nutrition Post Test on grains, legumes, nuts and seeds

Required Resources:	<p>Current textbook “Food for Today”</p> <p>Teacher resource binder</p> <p>Student workbooks “Food for Today”</p> <p>Internet</p> <p>Magazines</p> <p>Cookbooks</p> <p>DVD on “Fruits and Vegetables, Storage and Preparation”</p> <p>DVD on “From Farm to Table”</p>
Suggested Activities:	<p>List types and categories of fruits</p> <p>Create a chart of types of fruits, qualities and nutrient content</p> <p>Teacher demo of recipe utilizing fresh and convenience form of fruits</p> <p>Students demonstrate proper preparation of fruits</p> <p>Fruit and vegetable Bingo Game</p> <p>Class textbook and unit review questions</p> <p>5 Minute Activities on Food Prep (Do Now)</p> <p>Student workbooks and handouts</p> <p>View “Fruits and Vegetables, Storage and Preparation” DVD along with Q &amp; A worksheet.</p> <p>View “From Farm to Table” DVD along with Q &amp; A worksheet</p>
Suggested Resources:	<p>Food Network Websites/DVD’s</p> <p>Internet research</p> <p>Cookbooks</p> <p>Bingo Game</p> <p>Class textbook</p> <p>5 Minute Activities on Food Prep</p> <p>Student workbooks and handouts</p> <p>DVD on “Fruits and Vegetables, Storage and Preparation”</p>
Strategies for <a href="#">Differentiation</a> :	<p>Readiness: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</p> <p>Interest: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options</p> <p>Accommodations for Students in the following areas:</p>

	<ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Students at Risk</li> <li>• Gifted and Talented K-12</li> <li>• 504</li> <li>• Personal Financial Literacy 6-12</li> <li>• Holocaust and Amistadt K-12</li> </ul>
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## Unit 4

Unit #4:	Food Preparation
Timeframe:	20 days
Subject/Topic:	Dairy, Eggs, Meat & Poultry
<b>DESIRED RESULTS</b>	
Content Area NJSLs	<p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing</p> <p>9.3.12.AG-PL.1 Develop and implement a crop management plan for a given production goal that accounts for environmental factors.</p> <p>9.3.12.AG-PL.2 Apply the principles of classification, plant anatomy and plant physiology to plant production and management.</p> <p>9.3.12.AG-PL.3 Propagate, culture and harvest plants and plant products based on current industry standards.</p>

	<p>9.3.12.AG-ANI.1 Analyze historic and current trends impacting the animal systems industry.</p> <p>9.3.12.AG-ANI.2 Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.</p> <p>9.3.12.AG-ANI.3 Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.</p> <p>9.3.12.AG-ANI.4 Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.</p> <p>9.3.12.AG-ANI.5 Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.</p> <p>9.3.12.AG-ANI.6 Classify, evaluate and select animals based on anatomical and physiological characteristics.</p> <p>9.3.12.AG-ANI.7 Apply principles of effective animal health care</p>
Interdisciplinary, Technology and 21st Century Life & Careers	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Enduring Understandings:	<p>Dairy foods provide many valuable nutrients and come in a variety of flavors and forms. They are a vital part of a healthy diet.</p> <p>Eggs are a nutritious, economical and versatile food that can be eaten alone and will be used in many recipes</p> <p>Meat is a flavorful and nutritious food, that comes in a variety of forms and can be prepared in many ways.</p> <p>Poultry is a healthy and inexpensive source of protein that works well with many different cooking methods.</p>
Essential Questions:	<p>Why are dairy products so important in the diet?</p> <p>What are dairy substitutes and why are they used?</p> <p>How do cheeses vary?</p> <p>How can you cook dairy products?</p> <p>How do you store eggs safely?</p> <p>What is the nutritional contribution of eggs?</p>

	<p>How are eggs used in recipes?</p> <p>What parts make up an egg?</p> <p>Why is meat nutritious?</p> <p>What do I consider when purchasing meat?</p> <p>What do the grades of beef indicate?</p> <p>Why is poultry an excellent source of protein?</p> <p>How do I select and store poultry?</p> <p>Why is it important to cook poultry until well done?</p>
Critical Vocabulary	<p>Scald, Enriched Substitute, Fortified Concentrated, Pasteurize, Curds, Raw milk, Whey, Nonfat milk solids, Curdling, Homogenized, Scorching, Yogurt, Condensed</p> <p>Air Cell, Albumen, Yolk, Chalazae, Coagulate, Emulsifier, Soft Peaks, Stiff Peaks, Custards, Quiche, Meringue</p> <p>Cholesterol, Candling, Perishable, Egg Substitutes, Egg Separator</p> <p>Marbling, Fats, Cuts, Wholesale Cuts, Grades, Retail Cuts , Collagen, Organ, Variety Meats, Supply &amp; Demand , Muscle Grain Connective Tissue, Collagen, Elastin.</p> <p>Weight, Poultry, Truss, Dressed, Drawn, Salmonella Stuffing, Organic, Cutlet, Gizzard, Free Range, Cage Free, Hen, Tom.</p>
All Students Will Know and Be Able To. . .	<p>Explain the nutritional value of milk and cheese</p> <p>List ten different foods that are derived from milk</p> <p>Compare the nutritional value of milk and milk products</p> <p>Identify the nutrients that milk is fortified with</p> <p>Summarize why we use dairy substitutes</p> <p>Identify and describe the parts of an egg and function of each part</p> <p>Describe the nutrients found in eggs.</p> <p>Understand the nutritional contribution of the main parts of the egg</p> <p>Define egg substitutes</p> <p>Summarize the principles of inspection and grading of eggs</p> <p>Explain the main parts of meat and poultry</p> <p>Observe the parts of meat in beef, veal, pork and lamb, chicken, and other fowl</p> <p>Describe why the location of the muscle influences the tenderness of the meat and poultry</p>
EVIDENCE OF STUDENT LEARNING	



Formative Performance Task:	Unit Study guides for dairy and eggs Unit study guides for meat and poultry Complete a comparison chart that shows the differentiation of dairy products Complete diagram of the main parts of eggs, meat and poultry Successfully prepare recipes utilizing dairy, eggs, meat and poultry
Summative Performance Task:	Unit quiz on dairy and eggs Unit quiz on meat and poultry Lab and performance grade
Formal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests Research Projects Checklists Examinations of Student Work Lab performance grade
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection Lab performance

## LEARNING PLAN

Required Activities:	<p>Visual materials such as cookbooks that show recipes utilizing dairy and eggs</p> <p>Visual materials showing various cuts of meat and poultry</p> <p>Internet Searches</p> <p>Teacher demos on preparation of recipes utilizing dairy, and eggs.</p> <p>Teacher demos on preparation of meat and poultry and proper cutting and removal of parts.</p> <p>Unit Study Guides for dairy and eggs</p> <p>Unit study guides for meat and poultry</p> <p>Open discussions on proper selection and storage of dairy and eggs</p> <p>Open discussions on proper selection and storage of meats and poultry</p> <p>Pre Assessment Quiz on the current knowledge of dairy and eggs</p> <p>Pre Assessment Quiz on the current knowledge of meat and poultry</p> <p>Teacher led discussions</p> <p>Student led discussions</p> <p>Group work</p> <p>Post Test on dairy and eggs</p> <p>Post Test on meats and poultry</p>
Required Resources:	<p>Current textbook "Food for Today"</p> <p>Teacher resource binder</p> <p>Student workbooks "Food for Today"</p> <p>Internet</p> <p>Magazines</p> <p>Cookbooks</p> <p>DVD on "The Egg Project"</p> <p>DVD on "Meal Planning"</p>
Suggested Activities:	<p>List types of dairy products</p> <p>Label an egg diagram</p> <p>Identify the parts of a cow and chicken and cuts of meat</p> <p>Create a chart of dairy products, nutrients and usages in cooking</p> <p>Teacher demo of recipe utilizing dairy and eggs</p> <p>Students demonstrate proper preparation of meat and poultry</p> <p>Meat and Poultry Bingo Game</p>

	<p>Class textbook and unit review questions 5 Minute Activities on Food Prep (Do Now) Student workbooks and handouts View DVD on “The Egg Project” along with Q &amp; A worksheet. View DVD on “Meal Planning” along with Q &amp; A worksheet.</p>
Suggested Resources:	<p>Food Network Websites/DVD's Internet research Cookbooks Bingo Game Class textbook 5 Minute Activities on Food Prep Student workbooks and handouts DVD's on selected units</p>
Strategies for <a href="#">Differentiation</a> :	<p>Readiness: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points Interest: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service) Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options Accommodations for Students in the following areas:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Students at Risk</li> <li>• Gifted and Talented K-12</li> <li>• 504</li> <li>• Personal Financial Literacy 6-12</li> <li>• Holocaust and Amistadt K-12</li> </ul>

## Unit 5

Unit #5:	Baking Basics
Timeframe:	5-8 Days
Subject/Topic:	Quick Breads, Yeast Breads, Muffins, Cookies and Cakes
<b>DESIRED RESULTS</b>	
Content Area NJSLS	<p>9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.</p> <p>9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.</p> <p>9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.</p> <p>9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.</p> <p>9.3.12.AG-NR.3 Develop plans to ensure sustainable production and processing of natural resources.</p> <p>9.3.12.AG-NR.4 Demonstrate responsible management procedures and techniques to protect or maintain natural resources.</p>
Interdisciplinary, Technology and 21st Century Life & Careers	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Enduring Understandings:	<p>Baking is an art that allows you to combine ingredients to create delicious and nutritious foods;</p> <p>Baking allows for the incorporation of a variety of tastes, textures, nutrients and visual appeal.</p>
Essential Questions:	<p>Why do the ingredients used in baking all have different functions?</p> <p>Why are there different sugars and leavening agents?</p> <p>How do you know which pan size is appropriate for the recipe?</p> <p>Why are accurate measuring techniques important when following recipes for baked goods?</p> <p>Why must you follow certain mixing techniques with baked goods?</p>
Critical Vocabulary	<p>Cream, Beat, Mix, Grease, Flour Prepared, Chemical Leavening, Natural Leavening, Gluten, Drop Batter, Pour Batter, Solid, Sugar, Soft Dough, Liquid Sugar, Fats, Shortening, Lard, Enriched Flour, Whole Wheat, Self-rising Flour, Yeast, Punch Down, Alcohol Fermentation, Double Proofing, Spices, Extracts.</p>
All Students Will Know and Be Able To. . .	<p>List the basic ingredients used for baking and explain their roles in the recipe.</p> <p>List the types of liquid and solid sugars, identifying the difference of each.</p> <p>Define and site examples of spices and extracts.</p> <p>Explain the difference between natural leavening agents and chemical leavening agents.</p> <p>Describe the process of fermentation.</p> <p>Describe pan preparation</p> <p>Examine how to determine which size pan to use.</p> <p>Prepare recipes using all types of leaveners and ingredients.</p>
<b>EVIDENCE OF STUDENT LEARNING</b>	
Formative	Complete study guide of Baking Basics

Performance Task:	<p>Observe samples of the different types of sugars</p> <p>Diagram the fermentation process</p> <p>Discuss why baking is like a science experiment with controlled measurements of ingredients</p> <p>Observe the procedures for using yeast.</p> <p>Demonstrate proper measuring techniques.</p> <p>Accurately prepare recipes using chemical leaveners</p> <p>Accurately prepare recipes using natural leaveners</p> <p>Observe the many types of pans used in baking</p>
Summative Performance Task:	<p>Unit quiz on baking basics</p> <p>Lab and performance grade</p>
Formal Evidence of Learning & Progress:	<p>Rubrics</p> <p>Exit Cards</p> <p>Presentations</p> <p>Written Responses</p> <p>Essays</p> <p>Quizzes</p> <p>Tests</p> <p>Research Projects</p> <p>Checklists</p> <p>Examinations of Student Work</p> <p>Lab performance</p>
Informal Evidence of Learning & Progress:	<p>Rubrics</p> <p>Exit Cards</p> <p>Presentations</p> <p>Reading Assessments (Oral, etc.)</p> <p>Pre-Assessments</p> <p>Checklists</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Think A-louds</p>

	Examinations of Student Work Self-Assessment /Reflection Lab performance
<b>LEARNING PLAN</b>	
Required Activities:	Visual materials such as cookbooks that show recipes for baked goods Internet Searches Posters showing the variety of fruits and geographical areas they grow in Teacher demos on preparation of baked goods and functions of ingredients Study Guides on Baked Goods Open Discussions on types of baked goods Pre Assessment Quiz on the current knowledge of baked goods Teacher led discussions Student led discussions Group work Post Test on baking basics
Required Resources:	Current textbook "Food for Today" Teacher resource binder Student workbooks "Food for Today" Internet Magazines Cookbooks DVD on "Baking Basics"
Suggested Activities:	Observe samples of the different types of sugars and analyze nutritional differences and properties Create a diagram the fermentation process involving yeast and by products Discuss why baking is like a science experiment with controlled measurements of ingredients Observe the procedures for using yeast. Demonstrate proper measuring techniques. Accurately prepare recipes using chemical leaveners Accurately prepare recipes using natural leaveners Observe the many types of pans used in baking

	<p>Baking Basics Bingo Game Class textbook and unit review questions 5 Minute Activities on Food Prep (Do Now) Student workbooks and handouts View “Baking Basics” DVD along with Q &amp; A worksheet.</p>
Suggested Resources:	<p>Food Network Websites/DVD's Internet research Cookbooks Bingo Game Class textbook 5 Minute Activities on Food Prep Student workbooks and handouts DVD on “Baking Basics”</p>
Strategies for <a href="#">Differentiation</a> :	<p>Readiness: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points Interest: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service) Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options Accommodations for Students in the following areas:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Students at Risk</li> <li>• Gifted and Talented K-12</li> <li>• 504</li> <li>• Personal Financial Literacy 6-12</li> <li>• Holocaust and Amistadt K-12</li> </ul>