

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name:</b> Food and Nutrition	<b>Grade Level(s):</b> 9-12
<b>Department:</b> Family and Consumer Science	<b>Credits:</b> 0.5
<b>BOE Adoption Date:</b> October 2018	<b>Revision Date(s):</b> September 2022

## ABSTRACT

This course is designed to be a hands-on focus of the science of food and nutrition. Experiences will include food safety and sanitation, food preparation and dietary analysis to develop a healthy lifestyle with pathways to career readiness. The class work will focus on the kitchen basics such as measuring, following a recipe and commonly used tools and equipment. Students will demonstrate basic food preparation techniques in practical lab experiences and critique the finished product. Students will research nutritional information for how it applies to their current lifestyle, but also for the future. By applying the USDA My Plate and Dietary Guidelines for Americans, students will plan and prepare balanced meals that are nutritious and healthy for the body. Because in real life there are challenges to preparing meals, students will create food items from ingredients provided as well as recipes selected in a given period of time. The Food truck project will challenge students to create a concept and a menu for a food truck idea. Students will develop communication skills and leadership abilities by working in a kitchen group to select, plan and prepare foods in the lab. Food and Nutrition will serve as a pre-requisite for the Art of Baking and Global Cuisine semester courses to ensure students are adequately prepared for work in these courses from the start.

**Proficiencies and Pacing Guide: Family and Consumer Science**

**Course Title:** Foods and Nutrition

**Prerequisite(s):** None

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b> Kitchen Basics</p>	<p>5 Weeks</p>	<p><b>Power Standards:</b>                      NJCCCS 9.2.12.C.3                      9.3.12.AG-FD.1                      9.3.12.AG-FD.2                      9.3.12.AG-FD.3                      9.3.12.AG-FD.4</p> <p>National Family &amp; Consumer Science Standards                      NFCS 8.2.1                      NFCS 8.2.7                      NFCS 8.3.1                      NFCS 8.3.6                      NFCS 8.4.3                      NFCS 8.5.4                      NFCS 8.5.1                      NFCS 9.6.4                      NFCS 1.2.4                      NFCS 2.1.1                      NFCS 13.5.1                      NFCS 13.5.7</p> <p>Supporting Standards                      LA.11-12.RL.11-12.4                      LA.11-12.RI.11-12.7                      LA.11-12.W.11-12.8                      LA.11-12.SL.11-12.2                      HPE.2.1.12.A.1                      CAEP.9.2.12.C.3                      TECH.8.1.12.B.CS2</p>	<p>Students will identify major food borne illnesses, describe methods of prevention and demonstrate personal sanitation habits when preparing foods. (2 weeks)</p> <p>Students will describe the function along with how to safely use the kitchen tools and equipment, especially knife usage when preparing foods. (2 weeks)</p> <p>Students will understand that to successfully prepare a food item, you need to be able to read a recipe, follow directions; measure accurately and work in a safe manner and be able to demonstrate these skills to successfully prepare foods. (2weeks)</p>	<p>Identify recipe parts and construct an original recipe.                      Compile recipe examples                      Demonstrate how to follow a recipe</p> <p>Identify measuring techniques and equipment and demonstrate measuring ingredients accurately and consistently.</p> <p>Define cooking terms                      Apply cooking terms while preparing food items</p> <p>Identify kitchen equipment and tools.                      Locate in the lab and use a variety of kitchen equipment in a safe manner to prepare food.                      Practice knife cuts and execute the proper cuts when preparing foods</p> <p>Food Safety: danger zone temperature range and two-hour rule.                      Apply food safety and sanitation measures to ensure the foods prepared are safe to consume.                      Educate others about food safety by creating a poster.</p> <p>Educate others about food safety by creating a foodborne illness poster.</p>

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
		TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4 MA.9-12.N-Q.A.3		<p>Identify safety hazards in the kitchen and write rules everyone should follow to be safe in the foods lab.            Critique situations for safe kitchen practices and suggest accident prevention methods.</p> <p>Identify health disparities that can be a result of accessibility to food. Research food based projects that are assisting and empowering “food desert” areas.</p> <p>Work together will a group of people to complete assignments and in the foods lab.</p> <p>As a group, <del>select recipes</del>, prepare a lab plan, execute the recipe and critique the food and performance of the group.</p> <p><b>Suggested Labs:</b>            Chocolate Chip Cookie (measuring ingredients, follow step by step recipe)            Mom’s Macaroni and Cheese (Cooking terms)            Oven baked chicken fingers (Technique)  <del>Soup (knife skills)</del>            Salsa (knife skills)  <del>Chili &amp; Corn muffins (seasoning)</del></p>
<b>Unit 2:</b> Meet My Plate and the Dietary Guidelines for Americans	10 Weeks	<b>Power Standards:</b> HPE.2.1.12.A.1 HPE.2.1.12.B.CS1	The student will understand that nutrients are necessary for good	Why do we eat the foods we eat? Physiology of food

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
		<p>HPE.2.1.12.B.1  HPE.2.1.12.B.2  NJCCCS 9.2.12.C.3  9.3.12.AG-FD.1  9.3.12.AG-FD.2  9.3.12.AG-FD.3  9.3.12.AG-FD.4</p> <p>National Family &amp; Consumer Science Standards  NFCS 8.2.1  NFCS 8.2.7  NFCS 8.3.1  NFCS 8.3.6  NFCS 8.4.3  NFCS 8.5.4  NFCS 8.5.1  NFCS 9.6.4  NFCS 1.2.4  NFCS 2.1.1  NFCS 13.5.1  NFCS 13.5.7</p> <p>Supporting Standards  LA.11-12.RL.11-12.4  LA.11-12.RI.11-12.7  LA.11-12.W.11-12.8  LA.11-12.SL.11-12.2  HPE.2.1.12.A.1  CAEP.9.2.12.C.3  TECH.8.1.12.B.CS2  TECH.8.1.12.C.CS1  TECH.8.1.12.C.CS4  MA.9-12.N-Q.A.3</p>	<p>health for both today and in the future and be able to prepare nutritious foods. (5 weeks)</p> <p>The student will be able to understand the functions of carbohydrates, protein, fats, water, fiber, vitamins and minerals and be able to identify food sources for each. (2 weeks)</p> <p>The student will be able to prepare foods from My Plate groups using a variety of methods. (2 weeks)</p>	<p>The USDA My Plate and the Dietary Guidelines for Americans.</p> <p>The 6 Major Nutrients: Vitamins, Minerals, Proteins, Carbohydrates, Fats, Water</p> <p>Brainstorm healthy choices and formulate nutritional recipes that benefit varying socioeconomic communities.</p> <p>Project: Meet the Nutrient (research and report to class)</p> <p>Measure Fat amount in ground meat (beef, chicken and turkey)</p> <p>How to read and interpret a food label  Show me the content (measure fat, sugar and sodium in food products)</p> <p>Foods from around the Plate: Study of Food Groups with emphasis on serving sizes and nutrition</p> <ul style="list-style-type: none"> <li>• Fruits &amp; Vegetables</li> <li>• Grains</li> <li>• Protein rich foods</li> <li>• Dairy</li> </ul> <p><b>Suggested Labs:</b>  Omelet (Protein)  Low Fat Chicken Wraps (Protein, low fat</p>

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
				cooking) Spaghetti with Meat sauce (Protein, Low fat meal) Minestrone Soup (Vegetable) Smoothies (Fruit) Gingerbread House (Grain based recipe) Skillet Chicken Parmesan with Couscous (Grain, Low fat) Pudding Desserts (Dairy desserts) Chicken dip (Dairy products)
<b>Unit 3: Meals in Minutes</b>	5 Weeks	<b>Power Standards:</b> NJCCCS 9.2.12.C.3 9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.3.12.AG-FD.4  National Family & Consumer Science Standards NFCS 8.2.1 NFCS 8.2.7 NFCS 8.3.1 NFCS 8.3.6 NFCS 8.4.3 NFCS 8.5.4 NFCS 8.5.1 NFCS 9.6.4 NFCS 1.2.4 NFCS 2.1.1 NFCS 13.5.1 NFCS 13.5.7  Supporting Standards	<p>The student will evaluate meals in comparison to the principles of meal planning able to plan a menu that offers both variety and nutritional value. (3 weeks)</p> <p>The student will prepare a meal using staples found in the foods lab, in a fixed period of time. (2 weeks)</p>	<p>What is a menu and what purpose does it serve?</p> <p>Principles of Meal planning and time management in the kitchen</p> <p>Farm to Table from the Garden State; when to eat what's in season?</p> <p>Discuss food scarcity and insecurity in America. How does that influence what we eat and what food we have access to?</p> <p>Meal Planning using My Plate for life style changes</p> <p>Final Project: Food Truck creation</p> <p><b>Suggested Labs:</b>            30 Minute meals            Skillet Meals in minutes            "Chopped" Style labs</p>

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
		LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2 HPE.2.1.12.A.1 CAEP.9.2.12.C.3 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4 MA.9-12.N-Q.A.3		

Unit: 1 Kitchen Basics	Recommended Duration: 5 weeks
<p><b>Unit Description:</b> Kitchen Basics covers everything a person needs to become familiar with a working kitchen. Students will learn the keys to successful food preparation as well as how to keep a clean and safe food preparation area. Students will practice measuring techniques, interpret cooking terminology, and select the proper equipment to complete a recipe. The ability to work safely in the kitchen while preparing and handling foods is of great importance as students work in small groups to prepare recipes. Students will demonstrate these skills and safety techniques during all labs. Student will develop communication and leadership skills while working with a kitchen group to prepare food items.</p>	

Essential Questions:	Enduring Understandings:
<p>Why is it important to measure foods in precise manner when preparing foods?</p> <p>What is essential to completing a recipe successfully?</p> <p>What measures need to be taken to ensure food safety?</p> <p>What do I need to be able to do to cook safely in a kitchen?</p>	<p>To successful prepare a food, you need to be able to read and follow a recipe.</p> <p>Measuring accuracy and selecting the proper equipment is crucial for cooking success.</p> <p>The person handling food must do so in a manner ensure food safety. To not cross contaminate, cook food properly and store food at correct temperatures.</p> <p>Kitchen accidents can be prevented.</p> <p>Equipping a kitchen means choosing appliance, equipment and tools necessary to cook efficiently.</p> <p>Recipes provide precise measurements and proportions of ingredients to produce</p>

Essential Questions:	Enduring Understandings:
	<p>successful results.</p> <p>Cooking requires knowledge of a specialize vocabulary to interpret recipes and identify tools and equipment.</p> <p>Liquids, dry ingredients and fats each take a slightly different measuring method. Safety plays a major role in using knives for cutting techniques.</p> <p>Foods can be cooked by using many different methods. These methods affect the foods appearance, taste, texture and nutritional value.</p> <p>Working with others is a skill that needs to be practiced. When you work with others, you will need to communicate and make compromises.</p> <p>Time management is critical for preparing foods.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<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>Students will identify major food borne illnesses, describe methods of prevention and demonstrate personal sanitation habits when preparing foods.</p> <p>Students will describe the function along with how to safely use the kitchen tools and equipment, especially knife usage when preparing foods.</p> <p>Students will understand that to successfully prepare a food item, you need to be able to read a recipe, follow directions; measure accurately and work in a safe manner and be able to demonstrate these skills to successfully prepare</p>	<p>Define food borne illnesses and cross contamination.</p> <p>Observe bacteria on food (Moldy bread)</p> <p>Recall and revise Food safety and handling rules for the kitchen.</p> <p>Identify the causes of food borne illnesses and summarize prevention methods.</p> <p>Compare safe and unsafe food preparation areas and suggest how to correct errors.</p> <p>Practice knife skills and apply knife safety during lab</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<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>HPE.2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>MA.9-12.N-Q.A.3 -Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>NFCS 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>NFCS 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>NFCS 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>NFCS 8.3.6 Identify a variety of types of equipment for food processing, cooking,</p>	<p>foods.</p>	<p>situations.</p> <p>Recognize kitchen tools and equipment and be able to safely use them for their intended purposes.</p> <p>Identify where equipment and tools are kept in the foods lab.</p> <p>Recall definitions of cooking terms and be able to apply them in a recipe.</p> <p>Memorize measuring equivalents and abbreviations.</p> <p>Demonstrate how to measure ingredients correctly using the proper equipment.</p> <p>Analyze a recipe and prepare a list of ingredients, equipment and time line for completion in the lab.</p> <p>Using the internet; collect copies of recipes for specific requirements.</p> <p>Create a recipe for a food product and be able to prepare the item following the original recipe.</p> <p>Participate in food lab experiences as part of a group.</p> <p>Taste and critique food in the lab.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>holding, storing, and serving.</p> <p>NFCS 8.4.3 Analyze food, equipment, and supplies needed for menu production.</p> <p>NFCS 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>NFCS 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</p> <p>NFCS 9.6.4 Create standardized recipes.</p> <p>NFCS 1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>NFCS 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>LA.11-12.RL.11-12.4 - Determine the meaning of words and phrases as they are used in the</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>LA.11-12.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Pre-assessment Do Now's Notes in interactive notebook Exit tickets Written class work Teacher observation of lab performance Teacher Observation Class Participation	Internet Recipe search Foods lab rules for safety Kitchen math and measuring Kitchen equipment bingo Getting ready to cook and kitchen safety menu Getting ready to cook Test	Measuring Demonstration quiz Kitchen equipment search Performance in foods labs First Apartment Kitchen	Getting ready to cook and kitchen safety menu (Create a food safety poster, student measuring demonstration) First Apartment Kitchen Getting ready to cook unit test Performance in foods lab

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> How will the teacher provide multiple means for the following student groups to <b>EXPRESS</b> their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Recipe selection modifications	Modified assignments and tests	Recipe selection choices	Recipe selection

Modified assignments and tests Written reflections can be oral responses Additional time Vary test formats Highlight key parts of the recipe Clarify test directions, read test questions	Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language Use native language for directions Single step directions	Additional time Vary test formats Provide study guides or study opportunities	Tiered assessments Learning Menu(s)
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**Instructional Strategies:** *(List and describe.)*

Teacher demonstration of techniques (measuring, following a recipe, techniques)  
 Student practice in a lab setting  
 Student demonstration and presentations  
 Guided notes using the interactive notebook and Power point presentations  
 Use of Google classroom  
 Provide goals and scales  
 Establish classroom and lab routines  
 Identify critical content both verbally, written, and visually  
 Scaffolding of techniques and methods  
 Modeling using teacher or video guided demos  
 Provide visual examples  
 Cooperative learning between students on techniques  
 Direct instruction with individual students  
 Check student and/or group progress individually and provide meaningful feedback and individualized instruction  
 Help students reflect on learning through written reflections of lab experiences  
 Help students revise knowledge through discussion and labs  
 Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Preferential seating Hands on activities Movement around the room	Hands on activities Recipes and instructional videos in native language	Hands on activities Movement around the room Interactive notebook guided notes	Hands on activities Movement around the room

modified recipes Visual and verbal cues Large print measuring equipment match picture with measuring equipment Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations	Interactive notebook guided notes match picture with measuring equipment word wall modified recipes re-teaching opportunities; teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments	Small group instruction Flexible grouping Tiered assignments	Interactive notebook guided notes Tiered assessments Learning Menu(s) Challenging recipes Leadership roles in class and labs
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<b>Unit Vocabulary:</b> <ul style="list-style-type: none"> <li><b>Essential:</b> Recipe; Yield; Danger Zone; Cross contamination; salmonella; e-coli; Norovirus; Listeria; Clostridium perfringens; Pot; Pan; Kitchen aid mixer; Spatula (3 kinds); Pastry Blender; Cream; Braise; Poach; Sauté; Tablespoon; teaspoon; Cup; Liquid measuring cup; Level;</li> <li><b>Non-Essential:</b> Time; temperature; ingredients; hot water and soap; Equivalents; Microwave; Stove; Bake; Fry; Boil; Simmer;</li> </ul>
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2  Mathematics: MA.9-12.N-Q.A.3  Science:  Visual and Performing Arts:  Health/PE: HPE.2.1.12.A.1	S: Using Google classroom to access, complete and turn in assignments  A: Search for recipes using the internet; Copy and paste formatted recipe with links and photos  Conduct research for Getting ready to cook menu  Digitally produce a Wanted Poster	<input checked="" type="checkbox"/> Global Awareness: <ul style="list-style-type: none"> <li>Foods and Cooking terminology are multi-cultural</li> <li>Food safety is an international concern</li> </ul> <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy: <ul style="list-style-type: none"> <li>Food and Kitchen equipment can be expensive. As a consumer, you need to make</li> </ul>	<input checked="" type="checkbox"/> Creativity & Innovation: <ul style="list-style-type: none"> <li>Brainstorming ideas</li> <li>Recipe development</li> <li>Foods lab participation</li> <li>Kitchen and food safety rules</li> <li>Create poster to educate others</li> </ul> <input checked="" type="checkbox"/> Media Literacy: <ul style="list-style-type: none"> <li>Google classroom</li> <li>Recipe searches</li> <li>Food safety project</li> </ul> <input checked="" type="checkbox"/> Critical Thinking & Problem Solving: <ul style="list-style-type: none"> <li>Working as a group in the kitchen; selecting recipes.</li> <li>Writing kitchen rules</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>World Languages:</p> <p>Social Studies:</p> <p>Technology: TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.</p> <p>Library:</p>	<p>for Food borne illnesses.</p> <p>M:</p> <p>Put wanted poster on social media site (classroom created) and have students from other schools comment.</p>	<p>informed choices.</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <ul style="list-style-type: none"> <li>• Food provides nutrients and sustains life.</li> <li>• Food products must be handled in a way as to not cause cross-contamination or illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Recipe development</li> </ul> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <ul style="list-style-type: none"> <li>• Interacting with kitchen group</li> <li>• Assuming different roles in the foods lab</li> <li>• Time management in the lab and classroom</li> <li>• Active participation in classroom and lab</li> </ul> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <ul style="list-style-type: none"> <li>• Use Chrome book or computers</li> <li>• Use Google Classroom and Google applications</li> </ul> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration:</p> <ul style="list-style-type: none"> <li>• Foods lab participation</li> <li>• Kitchen equipment search</li> <li>• Recipe selection</li> <li>• Class participation</li> <li>•</li> </ul> <p><input checked="" type="checkbox"/> Information Literacy:</p> <ul style="list-style-type: none"> <li>• Access information from a variety of sources</li> </ul>

<b>Resources:</b>
<b>Texts/Materials:</b> Food for Today [Glencoe: McGraw-Hill 2006]. Foods lab room and equipment, Food supplies; Chrome books or computers, Google classroom

<b>Resources:</b>
and Google drive.

<b>Unit: 2 Meet and Eat My Plate</b>	<b>Recommended Duration: 10 weeks</b>
<p><b>Unit Description:</b> The United States Department of Agriculture provides nutritional guidelines and recommendations for healthy eating in the form of MY Plate and The Dietary Guidelines for Americans. In this unit, students will take an in-depth look at these recommendations and compare them to the students current eating patterns and life-style choices. Students will learn about the function of nutrients and how to prepare foods in the best manner to preserve nutrients in foods. A diet that has a variety of fresh foods provides all the essential nutrients your body needs. Students will categorize foods based on the MY Plate eating plan and prepare and sample a variety of foods. Students will develop communication skills and leadership abilities by working in a kitchen group to select, plan and prepare foods in the lab.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How do my food habits affect my wellness?	A varied diet provides good nutrition and health benefits.
What are the guidelines that the US Department of Agriculture suggest for a healthy eating plan?	Wellness is a lifestyle choice.
What emotional, social, physical factors influence food choices?	Factors that affect food choices are culture, society, emotions, and agriculture.
What nutrients are essential for my wellness?	Nutrient utilization involves nutrients, digestion, absorption, and metabolism.
What information is found on a food label?	Federal guidelines are in place to assist the public with analyzing eating habits.
How does an understanding of label information help purchasing decisions?	Protein, carbohydrate and fat provide energy and are important to overall health and wellbeing.
What foods belong to which group in the My Plate diagram?	Food is essential for maintaining the physical and psychological needs of the human body.
How do plant-based foods help meet a healthy diet?	All nutrients have a unique function in the diet.
Why are whole grains important?	The USDA requires information on a food label which is useful to consumers.
How can protein rich foods be prepared using low fat techniques?	The art of cooking is a skill used on a daily basis.

Essential Questions:	Enduring Understandings:
	<p>Fruits and vegetable are nutrient dense foods.</p> <p>Fruits, vegetables and grains are plant-based foods that contain fiber.</p> <p>Grains and complex carbohydrates are an important part of a person’s diet.</p> <p>Protein rich foods can be inexpensive and low in fat.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>HPE.2.1.12.A.1 -Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.CS1 - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</p> <p>HPE.2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing</p>	<p>The student will understand that nutrients are necessary for good health for both today and in the future and be able to prepare nutritious foods.</p> <p>The student will be able to understand the functions of carbohydrates, protein, fats, water, fiber, vitamins and minerals and be able to identify food sources for each.</p> <p>The student will be able to prepare foods from My Plate groups using a variety of methods.</p>	<p>Define health and wellness as it applies to your current lifestyle and in the future.</p> <p>Explain factors that influence food choices in your personal life.</p> <p>Summarize the function of nutrients and knowledgably discuss the importance of nutrition.</p> <p>Select foods for each of the nutrient groupings that are part of your diet.</p> <p>Describe how health and wellness changes throughout a person’s life.</p> <p>Prepare recipes featuring healthy carbohydrates, protein and fat.</p> <p>Prepare foods from a recipe by applying the safety and sanitation guidelines, measuring correctly, and working as part of a team.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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>CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>NFCS 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>NFCS 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>NFCS 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p> <p>NFCS 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>NFCS 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of</p>		<p>Taste and critique food in the lab.</p> <p>Read a nutrition facts label and analyze the information provided.</p> <p>Categorize fruits and vegetables by the part of the plant they are from and by their nutritional contributions.</p> <p>Define whole grain products and explain the potential effects of whole vs processed grain consumption for life long health.</p> <p>Distinguish low fat protein sources and cooking methods.</p> <p>Evaluate dairy products and suggest low fat alternatives.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>foods.</p> <p>NFCS 1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>NFCS 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>LA.11-12.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>LA.11-12.SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>TECH.8.1.12.B.CS2 - Create original works as a</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>means of personal or group expression.</p> <p>TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Pre-assessment Do Now's Notes in interactive notebook Exit tickets Written class work Teacher observation of lab performance Teacher Observation Class Participation Glorious Foods	Eat your nutrients Recipe research  Cooking from around the Plate: Study of Food Groups with emphasis on serving sizes and nutrition.	Show me the Content (Nutrition label interpreting in visual form) Project: Meet the Nutrient (Nutrient research and presentation) Project: Smoothie Development Nutrition Unit Test Performance in foods labs preparing: <ul style="list-style-type: none"> <li>• Fruits &amp; Vegetables</li> <li>• Grains</li> <li>• Protein rich foods</li> <li>• Dairy</li> </ul>	Eat your nutrients Show me the content Project: Meet the Nutrient (Nutrient research and presentation) Unit test

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Follow all IEP modifications/504 plan Recipe selection modifications Modified assignments and tests Written reflections can be oral	Modified assignments and tests Allow oral responses Use multiple choice format Read test aloud	Follow all IEP modifications/504 plan Recipe selection choices Additional time Vary test formats	Recipe selection Tiered assessments Learning Menu(s) In-depth research on project

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
responses Additional time Vary test formats Highlight key parts of the recipe Clarify test directions, read test questions	Provide definitions of key terms in native language Use native language for directions Single step directions	Provide study guides or study opportunities	

**Instructional Strategies:** *(List and describe.)*

- Teacher demonstration of techniques
- Guided notes using the interactive notebook and Power point presentations
- Use of Google classroom
- Provide goals and scales
- Establish classroom routines
- Identify critical content both verbally, written, and visually
- Scaffolding of techniques and methods
- Modeling using teacher or video guided demos
- Provide visual examples
- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student and/or group progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through written reflections of lab experiences
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Preferential seating Hands on activities Movement around the room modified recipes	Hands on activities Movement around the room Interactive notebook guided notes match picture with measuring	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction	Hands on activities Movement around the room Interactive notebook guided notes Tiered assessments

<p>Visual and verbal cues Large print measuring equipment match picture with measuring equipment Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations</p>	<p>equipment word wall modified recipes re-teaching opportunities; teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments</p>	<p>Flexible grouping Tiered assignments</p>	<p>Learning Menu(s) Challenging recipes Leadership roles in class and labs Web-quests</p>
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<p><b>Unit Vocabulary:</b></p> <p><b>Essential:</b> United States Department of Agriculture (USDA) My Plate; Dietary Guidelines; Enriched; Fortified; Amino Acids; Protein; Carbohydrates; Fat Soluble Vitamins; Water Soluble Vitamins; Minerals; Nutrient dense foods; Empty calories; Fiber; Nutrition Facts Panel (label); Omega-3 fatty acids; Enzymatic browning; Produce; Whole Wheat; Endosperm; Bran; Homogenized; Pasteurized; Chalazae; Lactose, Sucrose, Glucose, Gluten intolerant; Food Allergy</p> <p><b>Non-Essential:</b> Calorie; Weight management; Metabolism; Water; dehydrated; complete and incomplete proteins; Cholesterol; Added sugar; Simple and Complex Carbohydrates; Underripe; Immature; Savory; Pomes; Al dente; Curdle; Scorch; Whey; Albumen; Fruit juice; Fruit drink; Calcium</p>
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<p><b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b></p>	<p><b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i></p>	<p><b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i></p>	<p><b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i></p>
<p>E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2</p> <p>Mathematics: MA.9-12.N-Q.A.3</p> <p>Science:</p>	<p>S: Using Google classroom to access, complete and turn in assignments</p> <p>A: Search for recipes using the internet; Copy and paste formatted recipe with links and photos.</p> <p>M: Students work in small group to</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <ul style="list-style-type: none"> <li>Foods and Cooking terminology are multi-cultural</li> <li>Food guidelines are found in many countries and influence diets.</li> </ul> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <ul style="list-style-type: none"> <li>Food labeling is required</li> </ul>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <ul style="list-style-type: none"> <li>Brainstorming ideas</li> <li>Recipe development</li> <li>Foods lab participation</li> <li>Smoothie creations</li> </ul> <p><input checked="" type="checkbox"/> Media Literacy</p> <ul style="list-style-type: none"> <li>Google classroom</li> <li>Recipe searches</li> <li>Nutrient project</li> <li>Smoothie development research</li> </ul>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<p>Visual and Performing Arts:</p> <p>Health/PE: HPE.2.1.12.A.1 HPE.2.1.12.B.CS1 HPE.2.1.12.B.1 HPE.2.1.12.B.2</p> <p>World Languages:</p> <p>Social Studies: T TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4echnology:</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.</p> <p>Library:</p>	<p>create and share a digital presentation in Google presentation.</p> <p>R: Students create a Kahoot quiz for egg &amp; dairy review and share with the class.</p>	<p>on all food packaging.</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <ul style="list-style-type: none"> <li>• Food provides nutrients and sustains life.</li> <li>• Food products must be handled in a way as to not cause cross-contamination or illnesses.</li> </ul>	<p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving</p> <ul style="list-style-type: none"> <li>• Working as a group in the kitchen; selecting recipes.</li> <li>• Recipe development</li> <li>• Show me the Content activity</li> <li>• Nutrient project</li> </ul> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <ul style="list-style-type: none"> <li>• Interacting with kitchen group</li> <li>• Assuming different roles in the foods lab</li> <li>• Time management in the lab and classroom</li> <li>• Active participation in classroom and lab</li> </ul> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <ul style="list-style-type: none"> <li>• Using Google to create, share and collaborate with a partner for the Nutrient presentation</li> <li>• Google Classroom</li> </ul> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <ul style="list-style-type: none"> <li>• Foods lab participation</li> <li>• Nutrient Presentation</li> <li>• Recipe selection</li> <li>• Class participation</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
			___x___ Information Literacy <ul style="list-style-type: none"> <li>• Access information from a variety of sources</li> </ul>

<b>Resources:</b>
<b>Texts/Materials:</b> Food for Today [Glencoe: McGraw-Hill 2006]. Foods lab room and equipment, Food supplies; Chrome books or computers, Google classroom and Google drive.

<b>Unit: 3 Meals From My Plate</b>	<b>Recommended Duration: 5 weeks</b>
<b>Unit Description:</b> Students will apply the information from both the Kitchen Basics and Meet MY Plate units by creating recipes using the provided ingredients and preparing foods in a limited period of time. Students will find out what Farm to Table means and how it is applied using foods in season. The Food truck project will allow students to create a concept and a menu for a food truck idea. Students will develop communication skills and leadership abilities by working in a kitchen group to quickly plan original food dishes and prepare them in the lab.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What can I prepare with the foods I have on hand?  What is “farm to table”?  What factors affect a person’s eating pattern?  Why is menu planning important?  How does the progression through the life cycle change meal habits and choices?  What factors influence “meal appeal”?	The art of cooking is a skill used on a daily basis.  Meal planning is an ever-changing life skill that will be affected by ever changing life styles and food selections.  Besides the actual cooking, meal planning also requires time management.  Food production not only occurs in our area, but also around the United States and the World.  The freshest foods come from the area we live in.  Foods can be cooked by using many different methods. These methods affect the

Essential Questions:	Enduring Understandings:
How can current food trends be incorporated into meal planning?	<p>foods appearance, taste, texture and nutritional value.</p> <p>Working with others as a team can get the task completed by sharing in the work load.</p> <p>When you work with others, you will need to communicate and make compromises.</p> <p>Time management is critical for preparing foods.</p> <p>To successful prepare a food, you need to be able to read and follow a recipe. Measuring accuracy and selecting the proper equipment is crucial for cooking success.</p> <p>The person handling food must do so in a manner ensure food safety.</p> <p>Kitchen accidents can be prevented.</p> <p>To work safely in the kitchen, you need develop safe work habits.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>HPE.2.1.12.A.1 -Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.CS1 - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human</p>	<p>The student will evaluate meals in comparison to the principles of meal planning able to plan a menu that offers both variety and nutritional value.</p> <p>The student will prepare a meal using staples found in the foods lab, in a fixed period of time.</p>	<p>Illustrate current personal meal patterns predict how these will change with age and lifestyle changes.</p> <p>Identify characteristics that make meals more appealing and enjoyable.</p> <p>Illustrate and critique menus.</p> <p>Explain why New Jersey is the Garden state and define what is considered “in season” and “farm to table”.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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>CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>NFCS 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>NFCS 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>NFCS 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p> <p>NFCS 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>NFCS 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.</p> <p>NFCS 1.2.4 Demonstrate teamwork skills in school, community and workplace settings and</p>		<p>Arrange a time plan for meal preparation.</p> <p>Create a meal using ingredients on hand in a set period of time.</p> <p>Prepare a meal in a set period of time and critique the finished product and process.</p> <p>Modify menus to demonstrate changes in lifestyles.</p> <p>Create a menu for a Food Truck business plan.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>with diverse populations.</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>NFCS 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>LA.11-12.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.</p> <p>TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Pre-assessment	Critique menus	Food truck project	Food truck project

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/ Assignments (required):</b>
Do Now's Notes in interactive notebook Exit tickets Written class work Teacher observation of lab performance Teacher Observation Class Participation	Draw a Meal Farm to Table from the Garden State; when to eat what's in season? Write a recipe for an original recipe	Chopped style lab All food labs Unit test	Food lab performance Unit test

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
Follow all IEP modifications/504 plan Recipe selection modifications Modified assignments and tests Written reflections can be oral responses Additional time Vary test formats Highlight key parts of the recipe Clarify test directions, read test questions	Modified assignments and tests Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language Use native language for directions Single step directions	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction Flexible grouping Tiered assignments	Recipe selection Tiered assessments Learning Menu(s)

**Instructional Strategies:** *(List and describe.)*

Teacher demonstration of techniques (measuring, following a recipe, techniques) Guided notes using the interactive notebook and Power point presentations Use of Google classroom Provide goals and scales Establish classroom routines Identify critical content both verbally, written, and visually Scaffolding of techniques and methods
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Modeling using teacher or video guided demos  
 Provide visual examples  
 Cooperative learning between students on techniques  
 Direct instruction with individual students  
 Check student and/or group progress individually and provide meaningful feedback and individualized instruction  
 Help students reflect on learning through written reflections of lab experiences  
 Help students revise knowledge through discussion  
 Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Preferential seating Hands on activities Movement around the room modified recipes Visual and verbal cues Large print measuring equipment match picture with measuring equipment Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations	Hands on activities Movement around the room Interactive notebook guided notes match picture with measuring equipment word wall modified recipes re-teaching opportunities; teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction Flexible grouping Tiered assignments Leadership roles in class and labs	Hands on activities Movement around the room Interactive notebook guided notes Tiered assessments Learning Menu(s) Challenging recipes Leadership roles in class and labs

**Unit Vocabulary:**

**Essential:** Staples; Farm to Table; In season; Principles of meal planning

**Non-Essential:** Entrée; Grazing; Convenience foods; Cooking from Scratch; Speed-scratch cooking;

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<p>E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2</p> <p>Mathematics: MA.9-12.N-Q.A.3</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE: HPE.2.1.12.A.1 HPE.2.1.12.B.CS1 HPE.2.1.12.B.1 HPE.2.1.12.B.2</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8.</p>	<p>S: Students create a food truck menu and design a food truck</p> <p>A: Research and chart growing seasons in New Jersey, with links and photos</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <ul style="list-style-type: none"> <li>Food and restaurant trends include multiple cultures.</li> </ul> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <ul style="list-style-type: none"> <li>Menus need to be written clearly and accurately for a food truck business.</li> </ul> <p><input checked="" type="checkbox"/> Health Literacy</p> <ul style="list-style-type: none"> <li>All foods we eat need to be good for our health and body.</li> </ul>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <ul style="list-style-type: none"> <li>Menu creation and evaluation</li> <li>Food Truck project</li> <li>Chopped style labs</li> <li>Brainstorming ideas</li> <li>Recipe development</li> <li>Foods lab participation</li> </ul> <p><input checked="" type="checkbox"/> Media Literacy</p> <ul style="list-style-type: none"> <li>Google classroom</li> <li>Recipe searches</li> <li>Food Truck project</li> <li>What's in season?</li> </ul> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving</p> <ul style="list-style-type: none"> <li>Draw a Meal activity</li> <li>Food Truck project</li> <li>Chopped style labs</li> <li>Working as a group in the kitchen</li> <li>Recipe development</li> </ul> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <ul style="list-style-type: none"> <li>Meal planning and time management in the kitchen</li> <li>Chopped style lab (what can I make with the ingredients I have on hand?)</li> <li>Interacting with kitchen group</li> <li>Assuming different roles in the</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
CRP9. CRP10. CRP11. CRP12.  Library:			foods lab <ul style="list-style-type: none"> <li>• Active participation in classroom and lab</li> </ul> ___x___ Information & Communication Technologies Literacy <ul style="list-style-type: none"> <li>• Google Classroom</li> </ul> ___x___ Communication & Collaboration <ul style="list-style-type: none"> <li>• Food truck concept and menu</li> <li>• Foods lab participation</li> <li>• Recipe creation on the fly (Chopped style lab)</li> <li>• Class participation</li> </ul> _____ Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Food for Today [Glencoe: McGraw-Hill 2006]. Foods lab room and equipment, Food supplies. Chrome books or computers, Google classroom and Google drive.