

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Food and Nutrition	Grade Level(s):
Department: Family and Consumer Science	Credits: 2.5
BOE Adoption Date: October 2018	Revision Date(s):

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.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

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>Unit 1: Kitchen Basics</p>	<p>5 Weeks</p>	<p>Power Standards: 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 & 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>Students will identify major food borne illnesses, describe methods of prevention and demonstrate personal sanitation habits when preparing foods. (1week)</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>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</p>

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
				<p>prevention methods.</p> <p>Work together will a group of people to complete assignments and in the foods lab.</p> <p>As a group, select recipes, prepare a lab plan, execute the recipe and critique the food and performance of the group.</p> <p>Suggested Labs: Chocolate Chip Cookie (measuring ingredients, follow step by step recipe) Mom’s Macaroni and Cheese (Cooking terms) Oven baked chicken fingers (Technique) Soup (knife skills) Salsa (knife skills) Chili & Corn muffins (seasoning)</p>
<p>Unit 2: Meet My Plate and the Dietary Guidelines for Americans</p>	<p>10 Weeks</p>	<p>Power Standards: HPE.2.1.12.A.1 HPE.2.1.12.B.CS1 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 & Consumer Science Standards NFCS 8.2.1</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. (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>Why do we eat the foods we eat? Physiology of food</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>Project: Meet the Nutrient (research and report to class)</p> <p>Measure Fat amount in ground meat</p>

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
		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 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	The student will be able to prepare foods from My Plate groups using a variety of methods. (2 weeks)	(beef, chicken and turkey) How to read and interpret a food label Show me the content (measure fat, sugar and sodium in food products) Foods from around the Plate: Study of Food Groups with emphasis on serving sizes and nutrition <ul style="list-style-type: none"> • Fruits & Vegetables Project: Smoothie Development <ul style="list-style-type: none"> • Grains • Protein rich foods • Dairy Suggested Labs: Beef tacos or sloppy Joe's (fat in ground meat) Low Fat Chicken Wraps (Protein, low fat cooking) Spaghetti with Meat sauce (Protein, Low fat meal) Design a Potato (Vegetable) Smoothies (Fruit) Rice: Fried or Tex-Mex (Grain based meal) Skillet Chicken Parm with Couscous (Grain, Low fat) Pudding Desserts (Dairy desserts) Chicken dip (Dairy products)
Unit 3: Meals in Minutes	5 Weeks	Power Standards: NJCCCS 9.2.12.C.3 9.3.12.AG-FD.1	The student will evaluate meals in comparison to the principles of meal planning able to plan a menu that	What is a menu and what purpose does it serve?

Unit Title:		Related Standards:	Learning Goals:	Topics and Skills:
		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 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	offers both variety and nutritional value. (3 weeks) The student will prepare a meal using staples found in the foods lab, in a fixed period of time. (2 weeks)	Principles of Meal planning and time management in the kitchen Farm to Table from the Garden State; when to eat what's in season? Meal Planning using My Plate for life style changes Final Project: Food Truck creation Suggested Labs: 30 Minute meals Skillet Meals in minutes "Chopped" Style labs

Unit: 1 Kitchen Basics	Recommended Duration: 5 weeks
<p>Unit Description: 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 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,</p>

Essential Questions:	Enduring Understandings:
	<p>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>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</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 foods.</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 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>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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, 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</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>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 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</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
address a question or solve a problem. TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.		

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

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
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	Recipe selection choices Additional time Vary test formats Provide study guides or study opportunities	Recipe selection Tiered assessments Learning Menu(s)

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 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 Recipes and instructional videos in native language 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	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:** 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;

Non-Essential: Time; temperature; ingredients; hot water and soap; Equivalents; Microwave; Stove; Bake; Fry; Boil; Simmer;

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st 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</p> <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.</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>Conduct research for Getting ready to cook menu</p> <p>Digitally produce a Wanted Poster for Food borne illnesses.</p> <p>M: Put wanted poster on social media site (classroom created) and have students from other schools comment.</p>	<p><u> x </u> Global Awareness: <ul style="list-style-type: none"> • Foods and Cooking terminology are multi-cultural • Food safety is an international concern </p> <p><u> </u> Civic Literacy</p> <p><u> x </u> Financial, Economic, Business, & Entrepreneurial Literacy: <ul style="list-style-type: none"> • Food and Kitchen equipment can be expensive. As a consumer, you need to make informed choices. </p> <p><u> x </u> Health Literacy <ul style="list-style-type: none"> • Food provides nutrients and sustains life. • Food products must be handled in a way as to not cause cross-contamination or illnesses. </p>	<p><u> x </u> Creativity & Innovation: <ul style="list-style-type: none"> • Brainstorming ideas • Recipe development • Foods lab participation • Kitchen and food safety rules • Create poster to educate others </p> <p><u> x </u> Media Literacy: <ul style="list-style-type: none"> • Google classroom • Recipe searches • Food safety project </p> <p><u> x </u> Critical Thinking & Problem Solving: <ul style="list-style-type: none"> • Working as a group in the kitchen; selecting recipes. • Writing kitchen rules • Recipe development </p> <p><u> x </u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <ul style="list-style-type: none"> • Interacting with kitchen group • Assuming different roles in the foods lab • Time management in the lab and classroom • Active participation in classroom </p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12. Library:			and lab <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <ul style="list-style-type: none"> • Use Chrome book or computers • Use Google Classroom and Google applications <input checked="" type="checkbox"/> Communication & Collaboration: <ul style="list-style-type: none"> • Foods lab participation • Kitchen equipment search • Recipe selection • Class participation • <input checked="" type="checkbox"/> Information Literacy: <ul style="list-style-type: none"> • Access information from a variety of sources

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

Unit: 2 Meet and Eat My Plate	Recommended Duration: 10 weeks
<p>Unit Description: 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>	

Essential Questions:	Enduring Understandings:
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.
	Fruits and vegetable are nutrient dense foods.
	Fruits, vegetables and grains are plant-based foods that contain fiber.

Essential Questions:	Enduring Understandings:
	<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 facilities.</p> <p>9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human</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> <p>Taste and critique food in the lab.</p> <p>Read a nutrition facts label and analyze the information</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>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>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 means of personal or group expression.</p> <p>TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
employing a variety of digital environments and media. TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.		

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"> • Fruits & Vegetables • Grains • Protein rich foods • Dairy 	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 responses Additional time Vary test formats Highlight key parts of the recipe	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	Follow all IEP modifications/504 plan Recipe selection choices Additional time Vary test formats Provide study guides or study opportunities	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
Clarify test directions, read test questions			

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 Visual and verbal cues Large print measuring equipment match picture with measuring equipment	Hands on activities Movement around the room Interactive notebook guided notes match picture with measuring equipment word wall modified recipes re-teaching opportunities;	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction Flexible grouping Tiered assignments	Hands on activities Movement around the room Interactive notebook guided notes Tiered assessments Learning Menu(s) Challenging recipes Leadership roles in class and labs Web-quests

Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations	teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments		
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Unit Vocabulary:
Essential: 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
Non-Essential: 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

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
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. M: Students work in small group to create and share a digital presentation in Google presentation.	<input checked="" type="checkbox"/> Global Awareness <ul style="list-style-type: none"> Foods and Cooking terminology are multi-cultural Food guidelines are found in many countries and influence diets. <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <ul style="list-style-type: none"> Food labeling is required on all food packaging. <input checked="" type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <ul style="list-style-type: none"> Brainstorming ideas Recipe development Foods lab participation Smoothie creations <input checked="" type="checkbox"/> Media Literacy <ul style="list-style-type: none"> Google classroom Recipe searches Nutrient project Smoothie development research <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <ul style="list-style-type: none"> Working as a group in the kitchen; selecting recipes.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>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>R: Students create a Kahoot quiz for egg & dairy review and share with the class.</p>	<ul style="list-style-type: none"> • Food provides nutrients and sustains life. • Food products must be handled in a way as to not cause cross-contamination or illnesses. 	<ul style="list-style-type: none"> • Recipe development • Show me the Content activity • Nutrient project <p><u> </u>x<u> </u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <ul style="list-style-type: none"> • Interacting with kitchen group • Assuming different roles in the foods lab • Time management in the lab and classroom • Active participation in classroom and lab <p><u> </u>x<u> </u> Information & Communication Technologies Literacy</p> <ul style="list-style-type: none"> • Using Google to create, share and collaborate with a partner for the Nutrient presentation • Google Classroom <p><u> </u>x<u> </u> Communication & Collaboration</p> <ul style="list-style-type: none"> • Foods lab participation • Nutrient Presentation • Recipe selection • Class participation <p><u> </u>x<u> </u> Information Literacy</p> <ul style="list-style-type: none"> • Access information from a variety of sources

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>

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

Unit: 3 Meals From My Plate	Recommended Duration: 5 weeks
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Unit Description: 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

Unit: 3 Meals From My Plate	Recommended Duration: 5 weeks
group to quickly plan original food dishes and prepare them in the lab.	

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

Essential Questions:	Enduring Understandings:
	<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 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>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> <p>Arrange a time plan for meal preparation.</p> <p>Create a meal using ingredients on hand is 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>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 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>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<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):
<p>Pre-assessment</p> <p>Do Now's</p> <p>Notes in interactive notebook</p> <p>Exit tickets</p> <p>Written class work</p> <p>Teacher observation of lab performance</p> <p>Teacher Observation</p> <p>Class Participation</p>	<p>Critique menus</p> <p>Draw a Meal</p> <p>Farm to Table from the Garden State; when to eat what's in season?</p> <p>Write a recipe for an original recipe</p>	<p>Food truck project</p> <p>Chopped style lab</p> <p>All food labs</p> <p>Unit test</p>	<p>Food truck project</p> <p>Food lab performance</p> <p>Unit test</p>

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 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
 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

<p>Unit Vocabulary:</p> <p>Essential: Staples; Farm to Table; In season; Principles of meal planning</p> <p>Non-Essential: Entrée; Grazing; Convenience foods; Cooking from Scratch; Speed-scratch cooking;</p>
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st 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	S: Students create a food truck menu and design a food truck A: Research and chart growing seasons in New Jersey, with links	___x___ Global Awareness <ul style="list-style-type: none"> Food and restaurant trends include multiple cultures. ___ Civic Literacy ___x___ Financial, Economic, Business, & Entrepreneurial	___x___ Creativity & Innovation <ul style="list-style-type: none"> Menu creation and evaluation Food Truck project Chopped style labs Brainstorming ideas Recipe development Foods lab participation

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
Science: Visual and Performing Arts: 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 World Languages: Social Studies: Technology: Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12. Library:	and photos	Literacy <ul style="list-style-type: none"> • Menus need to be written clearly and accurately for a food truck business. ___x___ Health Literacy <ul style="list-style-type: none"> • All foods we eat need to be good for our health and body. 	___x___ Media Literacy <ul style="list-style-type: none"> • Google classroom • Recipe searches • Food Truck project • What’s in season? ___x___ Critical Thinking & Problem Solving <ul style="list-style-type: none"> • Draw a Meal activity • Food Truck project • Chopped style labs • Working as a group in the kitchen • Recipe development ___x___ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <ul style="list-style-type: none"> • Meal planning and time management in the kitchen • Chopped style lab (what can I make with the ingredients I have on hand?) • Interacting with kitchen group • Assuming different roles in the foods lab • Active participation in classroom and lab ___x___ Information & Communication Technologies Literacy

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>
			<ul style="list-style-type: none"> • Google Classroom <p><u> </u>x Communication & Collaboration</p> <ul style="list-style-type: none"> • Food truck concept and menu • Foods lab participation • Recipe creation on the fly (Chopped style lab) • Class participation <p><u> </u> Information Literacy</p>

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