

Orange Public Schools Office of Innovation

Basic Foods



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Basic Foods Grades 9-11

Course Description: This one semester course builds upon the foundations learned in Diet and Nutrition. Students learn about a variety of foods, the best methods to purchase food products, and various cooking techniques used in food preparation. Students will work together as a team to create dishes from many different cultures.

Scope and Sequence

Timeline	Concepts
Marking Period 1	
Marking Period 2	
Marking Period 3	Unit 1: Grains Unit 2: Fruits & Vegetables (60 class periods; 41 minutes per class periods)
Marking Period 4	Unit 3: Dairy & Eggs Unit 4: Protein Group (Meat/Poultry/Seafood) Unit 5: Breads & Quick Breads (65 class periods; 41 minutes per class period)

Unit I	CTE: Culinary Track – Basic Foods	Grade(s)	9-11
Unit Plan Title:	Unit 1: Grains		
Overview/Rationale			
Grains are a staple food in many cultures of the world, as it is cheap and is grown in abundance. The most number of servings are recommended from the grain group according to MyPlate guidelines. There are a variety of grains available in the market and knowing how to select, store and prepare them is a valuable skill.			
New Jersey Student Learning Standards-			
<ul style="list-style-type: none">● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.● 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.● 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.● 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.● 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.			
Career Readiness, Life Literacies, and Key Skills Practices			
<ul style="list-style-type: none">● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social● CRP1: Act as a responsible and contributing citizen and employee.● CRP2: Attend to personal health and financial well-being.● CRP3: Consider the environmental, social, and economic impact of decisions.● CRP4: Demonstrate creativity and innovation.● CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.● CRP6: Model integrity, ethical leadership, and effective management.● CRP7: Plan education and career paths aligned to personal goals.● CRP8: Use technology to enhance productivity, increase collaboration and communicate effectively.● CRP9: Work productively in teams while using cultural global competence.			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

	<ul style="list-style-type: none"> 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
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21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

- How are whole grains different from refined grains?
- How are the various grain products commonly prepared?
- How do you store food to prevent waste?
- How are grains consumed in other cultures?

Enduring Understandings

- Different cultures consume grains in a variety of ways.
- There is a difference between whole grain and refined grain products and knowing the difference will lead to healthier food choices.
- There is a process and rationale for grains to be enriched.
- Grains can be prepared in many different ways: Stove Top, Rice Cooker, Soaked in Boiling Water etc.

Student Learning Targets/Objectives

- Discuss different varieties of flour and their use.
- Identify the parts of a grain and explain the nutritional composition of common grains.
- Describe how heat and liquid affect grains.
- Prepare various grain products.

Assessments

- Pre and Formative: Do Now, classwork, quiz
- Summative: Test
- Authentic: Food Lab/Project (Rubric based)

Teaching and Learning Actions

<i>Instructional Strategies</i>	Direct Instruction Close Read
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	<p>Word Wall</p> <p>Note taking</p> <p>Project based learning</p> <p>Hands on learning</p> <p>Formative assessment</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><i>Adhere to all modifications and health concerns stated in each IEP</i></p> <p><i>Accommodating Instructional Strategies such as Reading Aloud, Graphic Organizers, Reading Study Guides, One-on-one Instruction, Class Website (Google classroom), Handouts, Definition List, Syllabus, Large Print, Outlines Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, Visuals and Films, Field Trips, Peer Support, one on one instruction.</i></p> <p><i>Google translate documents for all ELL students</i></p> <p><i>Mandatory tutoring appointments for students on academic contracts. Academic Contracts.</i></p> <ul style="list-style-type: none"> • List variety of grains & grain products (cereals/flour etc.) • Show variety of whole grains. Allow students to guess the grain. • Label parts of the kernel on a diagram. • Show students a variety of grain products in the pantry. Let students read the labels of the products. Direct them to look for terms such as enriched, refined, whole grain and multigrain; students will use the textbook to find out what these terms mean. Discuss their findings. • Research the staple grain of the assigned region of the world and how it is prepared. • Use crossword puzzles to familiarize with the content vocabulary. • Make a list of food products available in the market that have wheat/corn/rice as an ingredient. Students should come up with a list of foods like soups, cookies, cereals, breads, tortilla chips, puddings etc.) • Prepare soup using flour as a thickener, then discussing how starch absorbs liquid in heat. • Show different varieties of rice available in the market. • Discuss basic cooking methods used for grains. Use a graphic organizer to list a type of grain, how much liquid is needed to cook it, and the temperature it should be cooked. • Prepare a variety of grain products. (Authentic assessment – rubric based) • Take a written test.
<p>Experiences (virtual and live field trips)</p>	<p>YouTube video/Guest chef/speaker</p>
<p>Resources</p>	
<p>http://www.choosemyplate.gov/</p> <p>Bluebird grain farm, virtual tour</p> <p>Jiffy mix plant virtual tour</p> <p>How to Cook Grains</p> <p>Whole Grain: Nutrition Facts</p>	

[Fool proof method of cooking grains](#)

[Top 6 ancient grains](#)

Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.

Pacing/ Time Frame:

30 class periods: 41 minutes per class period (ongoing)

DRAFT

Unit II	CTE: Culinary Track – Basic Foods	Grade(s)	9-11
Unit Plan Title:	Unit 2 – Fruits & Vegetables		
Overview/Rationale			
Vegetables and fruits are available in the market in a variety of forms. The know-how of characteristics to look for when purchasing fresh vegetables and fruits is a useful one for life. When fresh vegetables and fruits are consumed, they provide a variety of vitamins and minerals. It is beneficial to know which cooking techniques will retain the nutrients, flavor, and color.			
New Jersey Student Learning Standards			
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Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
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- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Essential Question(s)

How can you differentiate between a fruit & a vegetable?

How can you determine if preparing fruit/vegetables is healthy?

How would you describe the economical costs of food?

Enduring Understandings

- Vegetables can be categorized based on the part of a plant (leaves, stem, roots, flowers, seeds, tubers) and based on sub groups (dark green vegetables, red & orange vegetables, starchy vegetables, beans/peas and other vegetables).
- Vegetables provide numerous nutritional values .
- Vegetables and fruits are best when they are grown in their peak seasons.

Student Learning Targets/Objectives

- Explain how to properly select and store fruits and vegetables.
- Describe the principles and methods of cooking fruits and vegetables.
- Prepare fruits and vegetables preserving their colors, textures, flavors and nutrients.
- Describe how the following vegetables should be stored: corn, potatoes, tomatoes, onions, green beans, acorn squash.
- Prepare fresh, frozen, and canned carrots, peas, corn, and spinach. Evaluate the samples for taste, texture, and color. Determine which one would be their first choice to use.
- Explain how dried beans and legumes should be cooked.
- Prepare broccoli for 5 minutes, 10 minutes and 15 minutes in a small amount of water. Compare the difference in color, texture and preparation. Discuss the effect of cooking on the vegetables.
- Classify the fruits; drupes, pomes, citrus, melons, tropical fruits.
- List the nutrients in commonly used fruits.
- Compare the nutritional value of one serving of apple juice and one serving of fresh apple. Discuss which one is a healthier choice.
- Identify signs of quality and ripeness when buying various types of fresh fruit.
- List the fruits that are available in all 4 forms: fresh, canned, frozen and dried.
- Compare the cost of a fresh fruit with its frozen and canned counterpart. Which one is more economical
- Prepare recipes using fruit.

Assessments

- Pre and Formative: Do Now, classwork, quiz
- Summative: Test
- Authentic: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies

Discussions
Graphic Organizers
Note taking
Flexible grouping
Hands on Learning/Food lab
Formative assessment

*Activities: Including G/T,
SE, and ELL Differentiation*

Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) students: · Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. · Snap and Read Google extension addition. Will read to the student in the language selected. · Vocabulary Spelling City word banks · Use visuals whenever possible to support classroom instruction and classroom activities. · Teacher modeling and written instructions for every assignment At risk of failure students: · Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. · Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study · Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction · Constant parental contact along with mandatory tutoring appointments. · Academic Contracts

Gifted and talented students: · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.

Students with a 504: · Adhere to all modifications and health concerns stated in 504 plan. · Assess the academics of the student to implement the necessary modifications as described in this document.

- Discuss vegetables and their nutritional significance.
- Use crossword puzzles to familiarize with the content vocabulary.
- Use graphic organizers to categorize vegetables based on the sub groups.
- List commonly used vegetables and write down their peak season and how it should be stored.
- Prepare fresh, frozen, and canned carrots, peas, corn, and spinach. Evaluate the samples for taste, texture, and color. Determine which one would be their first choice to use.
- Visit a grocery store website and compare prices of fresh, frozen and canned vegetables. Discuss which one is cheaper.
- Take notes about how to cook dried beans and legumes.

	<ul style="list-style-type: none"> ● Prepare broccoli with little water for 5 minutes, 10 minutes and 15 minutes. Write down their observations about the color, texture, flavor of the vegetables. Discuss the changes in texture due to cooking. ● Use a graphic organizer and classify the fruits; drupes, pomes, citrus, melons, tropical fruits. ● List the nutrients in commonly used fruits. ● Visit the USDA National Nutrient Database and compare the nutritional value of one serving of apple juice and one serving of fresh apple. Discuss which one is a healthier choice. ● Visit the USDA National Nutrient Database and calculate the calories per gram provided by fresh and dried apricots, grapes & raisins. Write down what this indicates about including dried fruit in the diet. ● Identify signs of quality and ripeness when buying various types of fresh fruit. ● List the fruits that are available in all 4 forms: fresh, canned, frozen and dried. ● Visit a grocery store website and compare the cost of a fresh fruit with its frozen and canned counterpart. Write down which one is more economical and why? ● Prepare a variety of fruit products. (Authentic assessment – rubric based) ● Take a written test.
Experiences (virtual and live field trips)	Guest speaker from Montclair community farm/YouTube videos
Resources	
https://www.myplate.gov/ Fruits & Vegetable Virtual tour of farm Cutting fruits Cutting vegetables Cooking guide for legumes Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.	
Pacing/ Time Frame:	30 class periods: 41 minutes per class period (on going)

Unit III	CTE: Culinary Track – Basic Foods	Grade(s)	9-11
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Unit Plan Title:	Unit 3: Dairy & Eggs		
Overview/Rationale			
Dairy products and Eggs are very versatile in use, they are used in sweet and savory food products. The foods with dairy products must be cooked at a particular temperature to achieve desirable results. Both are highly perishable and must be stored properly.			
New Jersey Student Learning Standards			
9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.			
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- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Essential Question(s)

- How are eggs used in cooking?
- How does coagulation of milk take place?
- How many forms of dairy products are available in the market?

Enduring Understandings

- Eggs are graded and sized into categories.
- Eggs have several functions as an ingredient: (Binding agent, emulsifier, thickener, leavening agent)
- There are milk and non-dairy milk substitutes available in the market that provide different nutritional contents.
- Undesirable reactions when heating milk: scum formation, boiling over, curdling and scorching.

Student Learning Targets/Objectives

- List the factors affecting selection of eggs.
- Prepare recipes using eggs and explain the various functions of eggs as an ingredient in the recipe.
- Describe the principles and methods for cooking eggs.
- List the factors affecting the selection of dairy products.
- Describe guidelines for preventing adverse reactions when cooking with dairy products.
- Prepare a variety of dishes using milk, cream, cheese and other dairy products.

Assessments

- Pre and Formative: Do Now, classwork, quiz
- Summative: Test
- Authentic: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies

Discussions
Graphic Organizers
Note taking
Group work
Role play
Food Lab

*Activities: Including G/T,
SE, and ELL Differentiation*

Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) students: · Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. · Snap and Read Google extension addition. Will read to the student in the language selected. · Vocabulary Spelling City word banks · Use visuals whenever possible to support classroom instruction and classroom activities. · Teacher modeling and written instructions for every assignment At risk of failure students: · Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. · Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study · Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction · Constant parental contact along with mandatory tutoring appointments. · Academic Contracts

Gifted and talented students: · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.

Students with a 504: · Adhere to all modifications and health concerns stated in 504 plan. · Assess the academics of the student to implement the necessary modifications as described in this document.

- Discuss eggs and their nutritional significance. Students will review recipes that require eggs and make suggestions how it can be modified to reduce cholesterol
- Use crossword puzzles to familiarize with the content vocabulary.
- Compare the appearance of yolk & white in medium, large, extra large & jumbo eggs. Write down what they observe.
- Answer questions regarding selection and storage of eggs.
- Read the section of the chapter that reviews various functions of eggs in recipes. Students will review recipes and share it with classmates and inform why eggs are used in that recipe.
- Students will be divided into 4 groups. Each group will whip egg whites and each group will add one of the following: fat, acid, sugar and only egg white. Then, compare the difference in volume.

	<ul style="list-style-type: none"> ● Prepare recipes that use eggs. ● Use graphic organizers to categorize all different forms of milk available in the market. ● Evaporated milk and dry milk will be reconstituted, then students will observe the difference in appearance and taste. Discuss the differences that they have observed, which of these will be a better choice. ● Provide students with nutrition fact labels of regular milk, soy milk, almond milk. Students are going to compare the calories, protein, fat (type of fat), carbohydrate and calcium content of each type of milk. Discuss if these nontraditional dairy products are true substitutes for milk. Prepare a recipe that uses milk and substitute it with either soy or almond milk. ● Visit a grocery store website and compare prices of American cheese, individually sliced cheese and shredded cheese. Discuss which one is cheaper and why. ● Discuss shelf life of dairy products and advantages of UHT, evaporated and dry milk. ● Read the chapter on dairy in the textbook, then explain what causes the following undesirable reactions when heating milk: scum formation, boiling over, curdling, and scorching. ● Divide the class in groups and then each group prepares a provided recipe of a cream soup. Then students will evaluate which cream soup curdled and why? ● Define content vocabulary terms using crossword puzzles. ● Demonstration of melting qualities of cheeses by placing 2 slices of bread in quarters, then placing a slice of pasteurized process cheese on one and American cheddar cheese on the other. Bake at 325 degrees Fahrenheit. Remove one piece of each bread at 5, 10, 15, and 20 minutes. Ask students to evaluate the appearance, flavor, and texture of the various samples. ● Research and create a class presentation on one of the following topics: milk production, product development in the dairy industry, dairy products and osteoporosis, lactose intolerance, and use of dairy products in other cultures. ● Prepare a variety of dairy products. (authentic assessment – rubric based) ● Take a written test.
Experiences (virtual and live field trips)	Cheese Making – Guest Speaker
Resources	
http://www.choosemyplate.gov/ Mozzarella Cheese Making Making custard Function of egg in baking Grading of eggs	

Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.

Pacing/ Time Frame:

20 class periods: 41 minutes per class period (on going)

DRAFT

Unit IV	CTE: Culinary Track – Basic Foods	Grade(s)	9-11
Unit Plan Title:	Unit 4: Protein Group (Meat/Poultry/Seafood)		
Overview/Rationale			
Meat belongs to the protein group in MyPlate. Cooking with meat requires skills and knowledge about the type of meat, cut of meat and cooking techniques that would be appropriate for the type of meat and cut. It is also beneficial to know which of the protein sources are healthier.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none">● 9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.● 9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.● 9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.● 9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social● CRP1: Act as a responsible and contributing citizen and employee.● CRP2: Attend to personal health and financial well-being.● CRP3: Consider the environmental, social, and economic impact of decisions.● CRP4: Demonstrate creativity and innovation.● CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.● CRP6: Model integrity, ethical leadership, and effective management.● CRP7: Plan education and career paths aligned to personal goals.● CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.● CRP9: Work productively in teams while using cultural global competence.			

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue. 	<ul style="list-style-type: none"> ● NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Essential Question(s)

- How can you differentiate between meat, poultry, and seafood?
- How can you determine which cooking technique to use for various cuts of meat?
- How are food costs determined?

Enduring Understandings

- Different factors determine meat grades and there is a difference between wholesale cut and retail cut.
- Different costs are associated with serving a boneless cut of meat with their bone-in counterparts.
- Total fat and saturated fat content is different in ground beef and lean cut, chicken and beef, chicken with skin and skinless chicken, dark meat chicken and light meat chicken.
- Seafood is classified as lean fish, fat fish, crustaceans, and mollusks.

Student Learning Targets/Objectives

- List the factors affecting selection of meats, poultry, and seafood.
- Describe how to properly store meats, poultry, and seafood.
- Describe the principles and methods of cooking meats, poultry, and seafood.
- Compare the fat content of various meats and identify tips to limit the fat content.
- Prepare a variety of meats, poultry, and seafood.
- Discuss factors used to determine meat grades and explain the difference between wholesale cut and retail cut.
- Determine the cost per serving of a boneless cut with their bone-in counterparts.
- Explain what is considered as poultry and list various purchase forms of poultry available in the market.
- Compare the total fat and saturated fat content of the ground beef and lean cut, chicken and beef, chicken with skin and skinless chicken, dark meat chicken and light meat chicken.
- Classify varieties of seafood into lean fish, fat fish, crustaceans, and mollusks and list the 5 forms in which finfish is available in the market.
- Prepare fish, poultry and meat using moist and dry cooking techniques.

Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions	
Instructional Strategies	<p>Discussions</p> <p>Identifying similarities and differences</p> <p>Flexible grouping</p> <p>Hands on Learning/Food lab</p> <p>Formative assessment</p>
Activities: Including G/T, SE, and ELL Differentiation	<p><i>Special education students:</i> · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer</p> <p><i>English Language Learners (ELL) students:</i> · Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. · Snap and Read Google extension addition. Will read to the student in the language selected. · Vocabulary Spelling City word banks · Use visuals whenever possible to support classroom instruction and classroom activities. · Teacher modeling and written instructions for every assignment</p> <p><i>At risk of failure students:</i> · Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. · Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study · Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction · Constant parental contact along with mandatory tutoring appointments. · Academic Contracts</p> <p><i>Gifted and talented students:</i> · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.</p> <p><i>Students with a 504:</i> · Adhere to all modifications and health concerns stated in 504 plan. · Assess the academics of the student to implement the necessary modifications as described in this document.</p> <ul style="list-style-type: none"> ● Read the chapter and list factors that determine meat grades. ● Explain the difference between wholesale cut and retail cut by showing the label. ● Label the location in the animal indicated by a particular wholesale cut and identify whether cuts from that part are generally tender or less tender and which cooking method is used for this.

	<ul style="list-style-type: none"> ● Define the content vocabulary using the textbook. Complete a crossword puzzle. ● Discuss the serving portion size of meat, the cost of meat per serving and the amount of waste (bones). Determine how many pounds of the following cuts of meat they would need to buy to feed 4 adults: rolled beef rump roast, lamb rib chops, pork spareribs, pork sausage links. ● Food Lab: Prepare different cuts of meat using various cooking techniques. ● Ask students to look for the terms fowl and poultry. Students will write down the definitions of two terms. Discuss the various forms of poultry. Students will use various forms and then visit the shoprite website and get the price for each form of poultry and calculate cost per serving of each form. ● Discuss the safe handling of poultry and preparation to the proper degree of doneness to prevent foodborne illness. Students will complete statements about poultry selection and storage. ● Students will do a search on the national nutrient database and compare the total fat and saturated fat content of the ground beef and lean cut, chicken and beef, chicken with skin and skinless chicken, dark meat chicken and light meat chicken. List the meats in lowest fat to highest fat content and evaluate which ones will be healthier choice. ● Demonstrate how to truss a chicken. ● Prepare poultry using various cooking techniques. ● Use a graphic organizer to classify varieties of seafood into lean fish, fat fish, crustaceans and mollusks. ● Use the text book and list the 5 forms in which finfish is available in the market. ● Visit a shoprite website and compare the cost of fresh and frozen finfish. ● Use the textbook and read about the qualities to consider when selecting seafood. ● Prepare fish using moist and dry cooking techniques. (rubric based authentic assessment) <p>Written Test (Summative assessment)</p>
Experiences (virtual and live field trips)	<p>Participate in food preparation of various protein sources in the food lab.</p> <p>Prepare food for school events.</p>
Resources	
<p>http://www.choosemyplate.gov/</p> <p>Cuts of meat</p> <p>Poultry fabrication</p> <p>Filleting a fish</p> <p>Shellfish</p>	

[How to open a shellfish](#)

Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.

Pacing/ Time Frame:

30 class periods: 41 minutes per class period (ongoing)

DRAFT

Unit V	CTE: Culinary Track – Basic Foods	Grade(s)	9-11
Unit Plan Title:	Unit 5: Breads & Quick Breads		
Overview/Rationale			
Understanding how varying ingredient proportions and mixing methods creates distinctions among quick breads and yeast breads. Knowing how to prepare and store baked products can help include them in any meal plan.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none">9.3.HT-RFB.1: Describe ethical and legal responsibilities in food and beverage service facilities.9.3.HT-RFB.2: Demonstrate safety and sanitation procedures in food and beverage service facilities.9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.9.3.HT-RFB.10: Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and socialCRP1: Act as a responsible and contributing citizen and employee.CRP2: Attend to personal health and financial well-being.CRP3: Consider the environmental, social, and economic impact of decisions.CRP4: Demonstrate creativity and innovation.CRP5: Utilize critical thinking to make sense of problems and persevere in solving them.CRP6: Model integrity, ethical leadership, and effective management.CRP7: Plan education and career paths aligned to personal goals.CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.CRP9: Work productively in teams while using cultural global competence.			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none">8.1.12.A.1 Create a personal digital portfolio which reflects personal and		<ul style="list-style-type: none">NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences	

academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 9.4.12. IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.

and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Essential Question(s)

- How can you differentiate between quick bread and yeast bread?
- How can you measure accurately for baking?
- How would you describe the process of fermentation?

Enduring Understandings

- There is a difference between cake flour and all-purpose flour.
- Leavening agents are substances used in dough or batter to make it rise, such as yeast or baking powder.
- There are three factors that affect the length of fermentation for yeast doughs.

Student Learning Targets/Objectives

- Describe how to select and store baked goods.
- Explain the function of key ingredients in baked food.
- Analyze how gluten formation impacts baked products.
- Prepare quick breads and yeast breads.

Assessments

- Pre and Formative Do Now/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies

Discussions
Identifying similarities and differences
Flexible grouping
Hands on Learning/Food lab
Formative assessment

Activities: Including G/T, SE, and ELL Differentiation

Special education students: · Adhere to all modifications and health concerns stated in each IEP. · Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. · Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level. · Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines · Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) students: · Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. · Snap and Read Google extension

	<p><i>addition. Will read to the student in the language selected. · Vocabulary Spelling City word banks · Use visuals whenever possible to support classroom instruction and classroom activities. · Teacher modeling and written instructions for every assignment At risk of failure students: · Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. · Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study · Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction · Constant parental contact along with mandatory tutoring appointments. · Academic Contracts</i></p> <p><i>Gifted and talented students: · Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. · Student led classroom instruction also Project Based Learning.</i></p> <p><i>Students with a 504: · Adhere to all modifications and health concerns stated in 504 plan. · Assess the academics of the student to implement the necessary modifications as described in this document.</i></p> <ul style="list-style-type: none"> ● Read the chapter, define the terms. ● Make a list of all different types of breads, including breads from different cultures. ● Explain the difference between quick breads and yeast breads. ● Illustrate the three basic gases (air, steam, and carbon dioxide) that cause baked products to rise. ● Explain how each of the gases may be incorporated in baked products. ● Describe the difference between baking powder and baking soda. ● Explain how to adjust the quantity of baking powder to substitute for baking soda and vice versa. ● Explain the function of the key ingredients in baked products. ● Compare baked products made with cake flour and all purpose flour ● Differentiate between the batter and dough. ● Explain the difference between pour batter, drop batter and dough. ● Prepare quick breads and yeast breads. (rubric based authentic assessment) ● Written Test (Summative assessment)
Experiences (virtual and live field trips)	<p>Participate in making batter & dough, using different mixing techniques in the food lab.</p> <p>Prepare food for school events.</p>
Resources	
Quick Breads Yeast Breads Sourdough bread	

[How to make croissants](#)

[Muffins](#)

Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.

Pacing/ Time Frame:

15 class periods: 41 minutes per class period (ongoing)

DRAFT