

Orange Public Schools



Curriculum Guide

Basic Foods

Grades 9-10

OBE Approval Date: November 19, 2019

ORANGE PUBLIC SCHOOLS
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2019-2020

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The Orange Board of Education

Vision and Mission Statements

Vision

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

Mission

The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students. With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential. The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles. The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success. The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

Basic Foods

Content Area:	Culinary Arts: Basic Foods	Grade(s)	9-10
Unit Plan Title:	Unit 1- Grains		
Common Core Anchor Standard			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP12: Work productively in teams while using cultural global competence. 			
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 variety of grains available in the market and knowing how to select, store and prepare them is a valuable skill.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.12.AG.-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. ● 9.3.12.AG-FD.4: Explain the scope of the food industry and the historical and current developments of food products and processing. ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures 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 facilities. 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<ul style="list-style-type: none"> ● <u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ● 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 ● RST.9-10.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 	

	<ul style="list-style-type: none"> ● RST.9-10.3: Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text. ● RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics. ● WHST.9-10.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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Essential Question(s)

- Which food grows in abundance?
- What are the various grain products commonly used?

Enduring Understandings

- List variety of grains.
- Explain why grains and grain products are consumed in every culture.
- Identify parts of a kernel and nutritional value of each part.
- Explain the difference between whole grain and refined grain products, identifying which is a healthier option.
- Define the term ‘enriched’ used on labels of most grain products.
- List variety of flours available in the market and their use.
- Discuss different varieties of rice available in the market.
- Describe the best way to store grains.
- Explain how to prepare various grain products.
- Explain how soaking reduces the cooking time of dried beans.
- Demonstrate basic preparation of grain products.

In this unit plan, the following 21 st Century themes and skills are addressed.			
Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication

Civic Literacy

Financial, Economic, Business, and Entrepreneurial Literacy

T,
A

Collaboration

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/Quiz/Classwork
- Summative: Test
- Other assessment measures: Food Lab/Project (Rubric based)

Teaching and Learning Actions

Instructional Strategies

- *Direct Instruction*
- *Close Read*
- *Word Wall*
- *Note taking*
- *Project based learning*
- *Hands on learning*
- *Formative assessment*

MTSS

Special Education Students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty
- Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level
- 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
- 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.

Risk of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.

	<ul style="list-style-type: none"> Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction. Constant parental contact along with mandatory tutoring appointments. Academic Contracts. <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> 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>Students with a 504:</p> <p>Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</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 kernel on a diagram. Show students 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 finding. Research the staple grain of the assigned region of the world and how it is prepared. Use crossword puzzle to familiarize with the content vocabulary. Make a list of food products available in market that have wheat/corn/rice as an ingredient. Students should come up with 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 variety of grain products. (authentic assessment – rubric based) Take written test.
<p><i>Experiences</i></p>	<p>Visit a grocery store and look at variety of cereal products and rice products.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> http://www.choosemyplate.gov/ Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition. 	
<p>Suggested Time Frame:</p>	<p>2 weeks</p>

D- Indicates differentiation at the Lesson Level.

Basic Foods

Content Area:	Culinary Arts: Basic Foods	Grade(s)	9-10
Unit Plan Title:	Unit 2- Fruits & Vegetables.		
Common Core Anchor Standard			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP11: Use technology to enhance productivity. <p>P12: Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
Vegetables and fruits are available in the market in 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 variety of vitamins and minerals. It is beneficial to know which cooking techniques will retain the nutrients, flavor and color.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.12.AG.-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. ● 9.3.12.AG-FD.4: Explain the scope of the food industry and the historical and current developments of food products and processing. ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures 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 facilities. 			
Technology Standard(s)	Interdisciplinary Standard(s)		
<ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 	<ul style="list-style-type: none"> ● <u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ● 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 ● RST.9-10.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by 		

paraphrasing them in simpler but still accurate terms.

- **RST.9-10.3:** Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.
- **RST.9-10.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.
- **WHST.9-10.2.A:** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Essential Question(s)

What is the difference between fruit and a vegetables?

Enduring Understandings

- Categorize vegetables 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).
- Identify the nutrients provided by these vegetables.
- List peak season for some commonly used vegetables.
- Describe the qualities to look for when buying fresh vegetables.
- 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 there first choice to use.
- Explain how should dried beans and legumes cooked.
- Prepare broccoli for 5 minutes, 10 minutes and 15 minutes in small amount of water. Compare the difference in color, texture and prepares. Discuss effect of cooking on the vegetables
- Classify the fruits; drupes, pomes, citrus, melons, tropical fruits.
- List the nutrients in commonly used fruits.
- Compare 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.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
		21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> ● 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.. 			
Assessments			
<ul style="list-style-type: none"> ● Pre and Formative Do Now/Quiz/Classwork/ ● Summative: Test ● Other assessment measures: Food Lab/Project (Rubric based) 			
Teaching and Learning Actions			
Instructional Strategies	<ul style="list-style-type: none"> ● Direct instruction ● Graphic Organizers ● Hands on learning ● Flexible grouping ● Conferencing 		
MTSS	<p>Special Education Students:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP ● Give students a MENU options, allowing students to pick assignments from different levels based on difficulty ● Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level ● 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 ● Utilize Snap-n-Read and Co-Writer <p>English Language Learners (ELL) Students:</p> <ul style="list-style-type: none"> ● 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. 		

	<ul style="list-style-type: none"> ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment. <p>Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU options 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, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction. ● Constant parental contact along with mandatory tutoring appointments. ● Academic Contracts. <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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>Students with a 504:</p> <p>Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● Discuss vegetables and their nutritional significance. ● Use crossword puzzle 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 vegetable. Discuss which one is cheaper. ● Take notes about how to cook dried beans and legumes. ● Prepare broccoli with little water for 5 minutes, 10 minutes and 15 minutes. Write down their observation 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 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.

	<ul style="list-style-type: none"> ● 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 variety of fruit products. (authentic assessment – rubric based) ● Take written test.
<i>Experiences</i>	Field Trip to Duke Farm.
Resources	
	<ul style="list-style-type: none"> ● http://ndb.nal.usda.gov/ ● http://www.choosemyplate.gov/ ● Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.
Suggested Time Frame:	3 weeks.

D- Indicates differentiation at the Lesson Level.

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 [njascd](http://njascd.org).

Basic Foods

Content Area:	Culinary Arts: Basic Foods	Grade(s)	9-10
Unit Plan Title:	Unit 3- Dairy & Eggs		
Common Core Anchor Standard			
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP11: Use technology to enhance productivity. <p>P12: Work productively in teams while using cultural global competence.</p>			
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.			
Standard(s)			
<ul style="list-style-type: none"> ● 9.3.12.AG.-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. ● 9.3.12.AG-FD.4: Explain the scope of the food industry and the historical and current developments of food products and processing. ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures 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 facilities. 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 		<ul style="list-style-type: none"> ● <u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ● 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 ● RST.9-10.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 	

- RST.9-10.3: Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.
- RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.
- WHST.9-10.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Essential Question(s)

Which came first: the egg or the chicken?

Does the milk have to be from cow to be considered 'dairy'?

Enduring Understandings

- Investigate ways food containing eggs can be prepared to lower their cholesterol content.
- Describe how eggs are graded and sized.
- Compare the appearance of just been purchased fresh egg with one that has been in the refrigerator for 3 weeks.
- Identify various functions of eggs as an ingredient. (binding agent, emulsifier, thickener, leavening agent)
- Describe the effects of adding fat, acid, and sugar to an egg white.
- Define the content terms.
- Prepare variety of dishes that displays various functions of eggs
- Explain how to use eggs when recipe calls for a raw egg.
- List various types of milks available in market.
- Evaluate the appearance and flavor of reconstituted evaporated milk and dry milk.
- Compare the nutritional content of milk and non-dairy milk substitutes available in the market. Evaluate which is a healthier choice.
- Discuss how various dairy products can be stored.
- Compare cost of one serving of fresh milk, evaporated milk, dry milk, UHT milk.
- Explain what causes the following undesirable reactions when heating milk: scum formation, boiling over, curdling and scorching.
- Make homemade yogurt.
- Compare cost of American cheese sold in bulk, sliced and individually wrapped, and shredded.
- Describe the changes that takes place when heavy cream is whipped.
- Prepare variety of dishes using dairy products.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
		21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> 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 variety of dishes using milk, cream, cheese and other dairy products. 			
Assessments			
<ul style="list-style-type: none"> Pre and Formative Do Now/Quiz/Classwork Summative: Test Other assessment measures: Food Lab/Project (Rubric based) 			
Teaching and Learning Actions			
Instructional Strategies	<ul style="list-style-type: none"> Direct Instruction Graphic Organizers Formative assessment Jigsaw Hands on learning 		
MTSS	<p>Special Education Students:</p> <ul style="list-style-type: none"> Adhere to all modifications and health concerns stated in each IEP Give students a MENU options, allowing students to pick assignments from different levels based on difficulty Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level 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 Utilize Snap-n-Read and Co-Writer <p>English Language Learners (ELL) Students:</p>		

	<ul style="list-style-type: none"> ● 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>Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU options 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, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction. ● Constant parental contact along with mandatory tutoring appointments. ● Academic Contracts. <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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>Students with a 504:</p> <p>Refer to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></p>	<ul style="list-style-type: none"> ● 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 puzzle 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 is egg used in that recipe. ● Students will be divided in 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. ● 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

	<p>nontraditional dairy products are true substitution for milk. Prepare a recipe that uses milk and substitute it with either soy or almond milk.</p> <ul style="list-style-type: none"> ● 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 puzzle. ● 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 dairy industry, dairy products and osteoporosis, lactose intolerance, and use of dairy products in other cultures. ● Prepare variety of dairy products. (authentic assessment – rubric based) ● Take written test.
<i>Experiences</i>	Cheese Making – Guest Speaker
Resources	
<ul style="list-style-type: none"> ● http://www.choosemyplate.gov/ ● Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition. 	
Suggested Time Frame:	3 weeks.

D- Indicates differentiation at the Lesson Level.

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Basic Foods

Content Area:	Culinary Arts: Basic Foods	Grade(s)	9-10
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Unit Plan Title: Unit 4- Protein Group (Meats/Poultry/Seafood)	
Common Core Anchor Standard	
<ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impact of decisions. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP11: Use technology to enhance productivity. <p>P12: Work productively in teams while using cultural global competence.</p>	
Overview/Rationale	
Meats belong in 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. The information on protein group is beneficial t	
Standard(s)	
<ul style="list-style-type: none"> ● 9.3.12.AG-FD.2: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. ● 9.3.12.AG-FD.4: Explain the scope of the food industry and the historical and current developments of food products and processing. ● 9.3.HT-RFB.4 Demonstrate safety and sanitation procedures 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 facilities. 	
<p style="text-align: center;">Technology Standard(s)</p> <ul style="list-style-type: none"> ● 8.1.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: Online resources & databases, search engines and subject directories 	<p style="text-align: center;">Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> ● <u>NJSLSA.HSN.Q.A.1</u>: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ● 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 ● RST.9-10.2: Determine the central ideas or conclusions of a text: summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.9-10.3: Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks:

analyze the specific results based on explanations in the text.

- RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.

HST.9-10.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Essential Question(s)

What is your favorite meat dish?
 Why do you think that meat is so popular in US?

Enduring Understandings

- Discuss factors used to determine meat grades.
- Explain the difference between wholesale cut and retail cut.
- Label the location in the animal indicated by a particular wholesale cut.
- Define the content vocabulary.
- 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.
- Determine the cost per serving of a boneless cut with their bone-in counterparts.
- Prepare different cuts of meat using various cooking techniques.
- Identify best cooking method for each cut.
- Explain what is considered as poultry.
- 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.
- Explain proper selection and storage procedures for poultry meat.
- Explain why it important to cook poultry to the well done stage.
- Demonstrate how to truss a chicken.
- Prepare poultry using various cooking techniques.
- Classify varieties of seafood into lean fish, fat fish, crustaceans and mollusks.
- List the 5 forms in which finfish is available in the market.
- Compare the cost of fresh and frozen finfish.
- Explain how to select and store finfish.
- Prepare fish using moist and dry cooking techniques.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
 21st Century Themes

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

		21 st Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E, A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
	Civic Literacy	T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> 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 variety of meats, poultry and seafood. 			
Assessments			
<ul style="list-style-type: none"> Pre and Formative Do Now/Quiz/Classwork Summative: Test Other assessment measures: Food Lab/Project (Rubric based) 			
Teaching and Learning Actions			
Instructional Strategies	<ul style="list-style-type: none"> Discussions Graphic Organizers Word wall Note taking Flexible grouping Food Lab – Hands on learning 		
MTSS	<p>Special Education Students:</p> <ul style="list-style-type: none"> Adhere to all modifications and health concerns stated in each IEP Give students a MENU options, allowing students to pick assignments from different levels based on difficulty Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level 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 Utilize Snap-n-Read and Co-Writer <p>English Language Learners (ELL) Students:</p> <ul style="list-style-type: none"> 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. 		

	<ul style="list-style-type: none"> ● 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>Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU options 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, Visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction. ● Constant parental contact along with mandatory tutoring appointments. ● Academic Contracts. <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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>Students with a 504:</p> <p>Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p><i>Activities</i> <i>Use of crosswords for terms.</i> <i>Graphic Organizers.</i> <i>Extra time.</i> <i>Provide English to Spanish & English to Creole vocabulary sheet.</i></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. ● 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 identify various forms and then visit the ShopRite website and get price for each form of poultry and calculate cost per serving of each form. ● Discuss the safe handling of poultry and preparation to proper degree of doneness to prevent foodborne illness. Students will complete statements about poultry selection and storage. ● Students will do a search on national nutrient databank 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.

	<ul style="list-style-type: none"> ● Demonstrate how to truss a chicken. ● Prepare poultry using various cooking techniques. ● Use 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) ● Written Test (Summative assessment)
<i>Experiences</i>	<i>Food Lab: preparing variety of meats/fish/poultry dishes</i>
Resources	
<ul style="list-style-type: none"> ● http://www.choosemyplate.gov/ ● http://ndb.nal.usda.gov/ ● Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition. 	
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