

Orange Public Schools Office of Innovation

Diet & Nutrition



Board Approval Date: _____

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"GOOD TO GREAT"

Revised: 8/17/21

Foodservice Preparation Grades 10-12

Course Description: This one semester course emphasizes personal nutrition and healthy food preparation skills via lessons in personal safety, consumerism, and healthy eating habits. Students are taught the proper use of kitchen tools and equipment and the current dietary guidelines recommended by the USDA.

Scope and Sequence

Timeline	Concepts
Marking Period 1	Unit 1: Food & Kitchen Safety and Sanitation (40 class periods: 41 minutes per class period)
Marking Period 2	Unit 2: Kitchen Basics Unit 3 – Importance of Food (40 class periods: 41 minutes per class period)
Marking Period 3	
Marking Period 4	

Unit I	CTE: Culinary Track – Diet & Nutrition	Grade(s)	9-11
Unit Plan Title:	Unit 1: Food & Kitchen Safety and Sanitation		
Overview/Rationale			
Maintaining a clean and safe environment is crucial in prevention of illness and for the safety of people working in the kitchen area. Whether it is an individual cooking at home or a food service personnel working in a commercial kitchen, compliance to food/kitchen safety and sanitation principles is the first step that leads to prevention of foodborne illnesses and accidents in the kitchen.			
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">8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.		<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.	

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| <ul style="list-style-type: none"> ● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. ● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. | <ul style="list-style-type: none"> ● 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. |
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			<ul style="list-style-type: none"> 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.
	21 st 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)		
	<ul style="list-style-type: none"> How to classify kitchen tools? How can accidents in the kitchen be prevented? How would you describe the importance of cleanliness? 		
	Enduring Understandings		
	<ul style="list-style-type: none"> Personal cleanliness is essential when working around food and in the kitchen. Knowing the difference between safe and unsafe kitchen practices can prevent injuries from occurring in the kitchen.. Poor kitchen practices can lead to cross-contamination. The government plays an integral role in ensuring food safety in the United States. 		
	Student Learning Targets/Objectives		
	<ul style="list-style-type: none"> Analyze the common kitchen practices for food & kitchen safety. Research on a foodborne illness outbreak and evaluate the cause of it and explain how it could be prevented. Categorize kitchen tools and equipment based on its function. Demonstrate measuring techniques used for liquids & dry ingredients. Describe the role of regulatory agencies in food safety. 		
	Assessments		
	<ul style="list-style-type: none"> Pre and Formative Do Now/Quiz/Classwork Summative: Test Authentic 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	

<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</i></p> <p><i>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 instructions & material for ELL students</i></p> <p><i>Mandatory tutoring appointments for students on academic contracts.</i></p> <p><i>Academic Contracts.</i></p> <ul style="list-style-type: none"> • Discuss common injuries that can take place in the kitchen. • Create flexible groups of 3-4 and assign each member a topic. They read the information about the topic from the textbook and take notes. After 10 minutes all the students assigned the same topic meet and compare notes. After 10 minutes they go back to their groups and share the information. • Tour of the kitchen/food lab and discuss safety hazards in each area. Allow students to give preventive tips that can be used for each area. • Discuss foodborne illnesses and food safety. • Homework: Each student will search on the internet about a recent case of foodborne illness reported. Student will complete a worksheet with details about the incident, such as what caused the foodborne illness, why did it happen, when did the incident take place, who got affected and what happened to the victim/patient (signs & symptoms of foodborne illness) and how could the incident have been prevented (students own opinion/analysis on the topic). Students will share their search results with the class. • In class students will use chrome books to visit FDA & USDA websites and read how these agencies regulate the food industry. Also, list what items have been recalled in the past 1-2 months because of risk of contamination. Then discuss it in class. • Complete crossword puzzles and participate in sensory world games. • Food lab: demonstrating personal hygiene, food & kitchen safety guidelines.
<p>Experiences (virtual and live field trips)</p>	<p>With permission, tour the school cafeteria.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • http://www.foodsafety.gov • Foodborne Illnesses • http://www.cdc.gov/foodborneburden • http://www.fda.gov/Safety/Recalls/default.htm • http://www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance • http://www.sensoryworld.org/kitchen_entry.html <p>Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</p>	
<p>Pacing/ Time Frame:</p>	<p>40 class periods: 41 minutes per class period (ongoing)</p>

Unit II	CTE: Culinary Track – Diet & Nutrition	Grade(s)	9-11
Unit Plan Title:	Unit 2: Kitchen Basics		
Overview/Rationale			
This introductory course provides an opportunity to develop some basic knowledge about kitchen tools, equipment, and basic food preparation skills. It lays a foundation to build on for sequential foods and culinary courses.			
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			
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Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none">8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.		<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.	

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- 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)	
	<ul style="list-style-type: none">• How does warranty work?• How do tools/appliances assist in performing a task?• How should the recipe be used?
Enduring Understandings	
	<ul style="list-style-type: none">• Full and limited warranties provide different protections for appliances.• There are commonly used kitchen tools and they all have a different function within the kitchen. Example cutting tools, mixing tools etc.• There are 7 components of a recipe: 1. Recipe title 2. Recipe category 3. Ingredients 4. Weight 5. Preparations Instructions 6. Cooking Temperature and Time 7. Serving Size• Proper measuring techniques for liquids and dry ingredients are necessary for following standard recipes.• You can use a formula to adjust the yield of a recipe.
Student Learning Targets/Objectives	
	<ul style="list-style-type: none">• Evaluate safety seals, warranties, and energy labeling on appliances to help in making purchasing decisions.• Identify and categorize tools based on their functions and demonstrate the proper and safe use.• Explain the components of a recipe and apply a formula to adjust the yield of a recipe.• Demonstrate proper measuring techniques.
Assessments	
	<ul style="list-style-type: none">• Pre and Formative Do Now/Classwork/Quiz• Summative: Chapter Tests• Authentic assessment measures: Food Lab/Project (Rubric based)
Teaching and Learning Actions	
Instructional Strategies	<div>Direct Instruction</div> <div>Close Read</div> <div>Word Wall</div> <div>Note taking</div> <div>Project based learning</div> <div>Hands on learning</div> <div>Formative assessment</div>
Activities: Including G/T, SE, and ELL Differentiation	<div>Adhere to all modifications and health concerns stated in each IEP</div> <div>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</div> <div>Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, Visuals and Films, Field Trips, Peer Support, one on one instruction.</div> <div>Google translate instructions & material for ELL students</div> <div>Mandatory tutoring appointments for students on academic contracts.</div> <div>Academic Contracts.</div>

	<ul style="list-style-type: none"> ● Provide examples of full and limited warranty and have students working in flexible groups identify the differences between the two types of warranties; then, determine which one would be a better choice. Share their choice with the class. ● Discuss service contracts. Share any experiences of service contracts – open discussion. ● Compare energy guide labels and let students assess which appliance would be more energy efficient and hence economical. Use energy.gov website to see how energy usage is calculated. ● Read about safety seals and then discuss the purpose of it. ● Show commonly used kitchen utensils. Ask students to categorize the tools based on their functions, such as cutting tools, mixing tools, measuring tools. ● Visit a kitchen tool/appliance section and write a paragraph about a tool that you saw that you had not seen before, what it does and how does it make chefs job easier? ● Make a list of kitchen utensils that they used at home. (Homework) ● Write a recipe of their favorite food as an introductory activity. Then, after the lesson, rewrite the recipe including all the components of a recipe. ● Demonstrate measuring techniques for liquid and dry ingredients. ● Modify a recipe's yield by applying the formula. ● Identify the 7 components of a recipe and discuss the importance of each component. ● Identify commonly used abbreviations in recipes. ● Define the commonly used cooking, mixing, cutting terms. ● Prepare a food product by following the directions in a provided recipe. ● Administer authentic and summative assessments.
Experiences (virtual and live field trips)	Visit a kitchen tools & appliance section of any department store and
Resources	
<ul style="list-style-type: none"> ● http://energy.gov/energysaver/articles/estimating-appliance-and-home-electronic-energy-use ● Tool puzzle ● Reading Recipe ● http://www.youtube.com/watch?v=0v-ulU_mi7o ● How to measure for baking 	
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 periods

Unit III	CTE: Culinary Track – Diet & Nutrition	Grade(s)	9-11
Unit Plan Title:	Unit 3 – Importance of Food		
Overview/Rationale			
The role food plays in our lives is of a paramount value. We do need food to meet our physical needs and we associate certain foods with cultural and religious heritages. ‘Breaking bread together’ helps build bonds and meets social, emotional, and psychological needs as well. Since food plays such an integral role in our lives, what nutrients these foods provide us and how these nutrients impact our health is of equal or if not more important to our health and wellness.			
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.			
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Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
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- 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)		
<ul style="list-style-type: none"> How do our food choices affect us? How does food get from 'farm to the table'? How can you establish living a healthy lifestyle? 		
Enduring Understandings		
<ul style="list-style-type: none"> Peers, media, family, income, and food trends play a vital role in our daily food consumption. Government and economics play a role in the United States food supply. Dietary guidelines are necessary to promote a healthy lifestyle for Americans. <u>MyPlate</u> is used as a guideline for portion control and healthy eating. 		
Student Learning Targets/Objectives		
<ul style="list-style-type: none"> Analyze the factors that influence our food intake. List the key nutrients, describe their functions, and analyze the effects of various nutrient deficiencies and excesses. Explain how to use Dietary Reference Intakes, the Dietary Guidelines for Americans and MyPlate guidance system as a meal planning source. Describe the health and development concerns that affect the nutritional needs of people in different stages of lifespan. 		
Assessments		
<ul style="list-style-type: none"> Pre and Formative Do Now/Classwork/PPT presentations/Quiz Summative: ChapterTest Authentic 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	
Activities: Including G/T, SE, and ELL Differentiation	<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</i></p> <p><i>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 instructions & material for ELL students</i></p> <p><i>Mandatory tutoring appointments for students on academic contracts.</i></p> <p><i>Academic Contracts.</i></p> <ul style="list-style-type: none"> Play a food association activity. Assign each person in the group a factor (physical, cultural, social, psychological, food supply) that influences food supply. Then a person from each group with the same focus factor will meet up and create an informational poster & oral presentation to share it with the class. 	

	<ul style="list-style-type: none"> ● Review standards for quality enforced by USDA & FDA on their websites. ● Provide a handout about how scientists discovered vitamins. ● Categorize nutrients using graphic organizers. Write their functions and food sources and if any deficiency or toxicity is associated with the nutrient. ● Tic Tac Toe Game with questions about nutrients. ● Research and find a case study on any nutrient deficiency and share the case study with the class. ● Take Notes about the Digestive System. Use a digestive system puzzle to show the track of food through the gastrointestinal tract. ● Show Dietary Reference Intake and Adequate Intake table on the powerpoint and students will write down all the <i>DRIs</i> for themselves and then compare with DRIs of the student of another gender in the group. Have discussion with the students about the differences in RDIs between genders and ages. ● Calculate personal nutrient intake using The Food Tracker on web MD website. Compare their intake with the DRIs. ● Discuss the portion sizes of different foods. Have students create a plate based on MyPlate guidelines. ● Discuss with students the benefits of being healthy. Let students elaborate on what factors impact health. Let students answer, 'Do you have any control on your health'? Discuss the correlation of physical activity and food intake. ● Ask students to record their physical activity for an entire day. Next day I calculated how much energy was used. ● Read the Dietary Guidelines for Americans. ● Provide students with nutrition fact labels with the list of ingredients. Then, they will complete a worksheet of how much sugar, sodium, fat, cholesterol, protein is in one serving. Review the ingredients and point out which of the ingredients may be the source of the nutrient. ● Students will compare nutrient content of one cup of fruit juice and one cup of fresh fruit using USDA Nutrient data bank website. ● Modify a recipe to make it low fat and prepare the food in class. (Authentic assessment) ● Divide students into 6 groups and assign each group an age group: Pregnancy, infancy, childhood, teen years, adulthood, and later years. Each group will read the section and create a presentation about the nutritional needs of the assigned age group. ● Administer summative test.
Experiences (virtual and live field trips)	<p>Trip to the hospital's Foods & Nutrition Department where the students will learn about the role of a Registered Dietitian.</p> <p>Guest Speaker: Registered Dietitian from ShopRite.</p>

Resources	
<ul style="list-style-type: none"> ● http://ndb.nal.usda.gov/ ● http://www.eatright.org/ ● http://diabetes.org/ ● MyPlate U.S. Department of Agriculture ● https://www.webmd.com/diet/healthtool-food-calorie-counter <p>Textbook: Largen, Velda & Bence, Deborah, Guide to Good Food, The Goodheart-Willcox Company, 2012 Edition.</p>	
Pacing/ Time Frame:	20 class periods: 41 minutes per class period

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