

# Unit 1: Safety and Sanitation

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **5 Days**  
Status: **Published**

## Standards

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## Standards

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LA.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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify and describe safety hazards in the kitchen to prevent accidents
- Identify how to prevent kitchen accidents
- Explain proper food handling techniques to prevent contamination of food
- Identify harmful bacteria that makes food unsafe
- Explain how to keep food safe when working in the kitchen
- Explain how to store food properly

### **Concepts**

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### **Essential Questions**

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- What are the various safety hazards in the kitchen?
- How can we prevent kitchen accidents?
- What are the proper food handling techniques to prevent contamination of food?
- What various harmful bacteria makes food unsafe?
- How can we keep food safe when working in the kitchen?
- What is the proper way to store food?

### **Understandings**

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## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- The 5 safety hazards in the kitchen
- How to prevent kitchen accidents
- Proper food handling techniques to prevent contamination of food
- The common harmful bacteria that makes food unsafe
- How to keep food safe when working in the kitchen
- The proper way to store various items of food

### **Skills**

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Students will be able to:

- Identify safety hazards in the kitchen
- Explain how to prevent kitchen accidents
- Explain how harmful bacteria make food unsafe
- Demonstrate how to keep food safe when working in the kitchen
- Summarize how to store food properly.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Work with teammates to identify, from the live demonstration, the common accidents depicted and explain how they can be avoided.

## **Primary Resources**

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*Discovering Food and Nutrition* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Discovering Food and Nutrition* workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

Centers for Disease Control and Prevention <https://www.cdc.gov/>

Fight Bac <https://www.fightbac.org/>

Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

Utah Education Network <https://www.uen.org/>

Preventing Cross Contamination <https://extension.psu.edu/preventing-cross-contamination>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions
- Danger Zone of food
- Harmful bacteria

## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Safety**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Seven Safety Errors
- Review/Debrief

### **Day 2: Safety**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Whats the Word?
- Review/Debrief

### **Day 3: Sanitation**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Priority Storage
- Review/Debrief

### **Day 4: Sanitation**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - What Would You Do?



- Review/Debrief

### **Day 5: Review and Assess**

- Unit Review
- Hands on Assessment - Live Kitchen Demo

# Unit 2: Know Your Kitchen

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **4 Days**  
Status: **Published**

## Standards

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## Standards

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LA.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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MA.4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
MA.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles

	and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
FCSE.9-12.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3	Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.5.3	Prepare food for presentation and assessment.

FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify large and small appliances use in food preparation
- Understand the use and care for each appliance
- Identify basic equipment found in the lab
- Describe what the equipment looks like
- Explain what the equipment is used for

### **Concepts**

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## **Essential Questions**

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- What are the various large and small appliances use in food preparation?
- How do we use and care for the various appliances?
- What is the equipment that we will use in the lab?
- What does the equipment look like?
- What is the equipment used for?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- Various large and small appliances used in food preparation.
- What is involved in using and caring for the vrious pieces off equipment found in the lab
- Basic food preparation equipment: it's identity and use

## **Skills**

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Students will be able to:

- Describe large and small appliances they can use in food preparation
- Explain how to use and care for these appliances
- Identify some of the equipment they can use for food preparation
- Describe what the equipment looks like
- Explain what the equipment is used for

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

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Unit quiz

Equipment scavenger hunt

## **Primary Resources**

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*Discovering Food and Nutrition* textbook by Helen Kowtaluk

## **Supplementary Resources**

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*Discovering Food and Nutrition* workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Google

Utah Education Network <https://www.uen.org/>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

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#### **● One to One Student's laptop**

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All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **English/Language Arts**

- Grammar
- Reading
- Writing



## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Kitchen Appliances**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Identifying small appliances
- Review/Debrief

### **Day 2: Know Your Equipment**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Kitchen Equipment ID
- Review/Debrief

### **Day 3: Kitchen Scavenger Hunt**

- Teams compete to see who knows more about their kitchen and whats in them
- Review/Debrief

### **Day 4: Quiz**

- Correctly identify what each piece of equipment is
- Debrief



# Unit 3: Kitchen Math

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **9 Days**  
Status: **Published**

## Standards

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## Standards

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LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MA.4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
MA.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
MA.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles

	and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
FCSE.9-12.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3	Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.5.3	Prepare food for presentation and assessment.

FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Recognize the information given in a recipe
- Identify basic food preparation terms
- Identify the two basic systems of measurement
- Identify units of measurement commonly used in recipes
- Discuss how to increase and decrease a recipe
- Recognize how to measure dry ingredients, liquid ingredients, and solid ingredients

### **Concepts**

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## **Essential Questions**

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- What basic information is found in a "well written" recipe?
- What are the basic food preparation terms
- How many systems of measurement are there?
- What are the common units of measurement in a recipe?
- How can we alter a recipe based on the yield?
- What is the proper way to measure dry ingredients?
- What is the proper way to measure liquid ingredients?
- What is the proper way to measure solid ingredients?

## **Understandings**

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## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Basic information that is found in a "well written" recipe.
- Basic food preparation terms.
- The two systems of measurement.
- Common units of measurement in a recipe.
- How to alter a recipe based on the yield.
- The proper way to measure dry ingredients.
- The proper way to measure liquid ingredients.
- The proper way to measure solid ingredients.

### **Skills**

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Students will be able to:

- Apply the information given in a recipe
- Explain what basic food preparation terms mean
- Distinguish between two basic systems of measurement
- Describe units of measurement commonly used in recipes
- Explain how to increase and decrease a recipe
- Demonstrate how to measure dry ingredients
- Demonstrate how to measure liquid ingredients
- Describe how to measure solid fats

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Unit quiz

Hands on food lab

## **Primary Resources**

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## **Supplementary Resources**

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*Discovering Food and Nutrition* workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>

Enchanted Learning <https://enchantedlearning.com>

Google Classroom

Google Slides

Kitchen Math Workbook Learning Zone Express

Utah Education Network <https://www.uen.org/>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st



century learning to occur within every lesson/topic.

### ● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

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## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Math**

- Addition
- Subtraction
- Multiplication
- Fractions
- Measuring

### **Social Studies**

- Metric System

## **Learning Plan / Pacing Guide**

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### **Day1: Reading Recipes**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Understanding the Recipe
- Review/Debrief

### **Day 2 & 3: Recipe Math**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Abbreviating Terms and Kitchen Equivalentents
- Review/Debrief

#### **Day 4 & 5: Basic Measuring Methods**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - How do you measure.....? and Recipe measuring
- Review/Debrief

#### **Day 6: Demonstration**

- Warm up/Do Now
- Lab Paperwork
- Review/Debrief

#### **Day 7: Planning Day**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

#### **Day 8: Lab Day**

- Kitchens will complete the Mystery Measuring Lab
- Debrief

#### **Day 9: Review and Assessment**

- Review
- Assessment

# Unit 4: The Art of Cooking

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **5 Days**  
Status: **Published**

## Standards

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## Standards

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LA.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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles

	and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem

	solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
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TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
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TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Identify and describe the cooking methods
- Identify the characteristics of cooking methods
- Know when to save nutrients in cooking
- Know how to use the microwave properly
- Identify the correct equipment to use in a microwave
- Know the basic microwave techniques
- Know how to safely operate the microwave

### **Concepts**

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### **Essential Questions**

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- What are the three types of cooking methods?
- What are the characteristics of those cooking methods?
- How can we save nutrients when cooking?

- How does the microwave work?
- What cookware is used in the microwave?
- What are the basic techniques for microwave cooking?
- What are the safety guidelines when using a microwave?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The three general types of cooking methods
- The characteristics of different cooking methods
- How to save nutrients when cooking
- How the microwave works
- What cookware is used in the microwave
- The basics techniques in microwaving
- The safety guidelines for microwaving

## **Skills**

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Students will be able to:

- Understand the three general types of cooking methods
- Explain the characteristics of different cooking methods
- Describe how to save nutrients when cooking
- Explain how the microwave works
- Summarize how to choose cookware for the microwave
- Understand basic techniques for microwaving
- Summarize the safety guidelines for microwaving

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A

Teacher Observation

Vocabulary

Workbook Activities

### **School Summative Assessment Plan**

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Work with teammates to identify, from the live demonstration, the common accidents depicted and explain how they can be avoided.

### **Primary Resources**

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*Discovering Food and Nutrition* textbook by Helen Kowtaluk

### **Supplementary Resources**

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*Discovering Food and Nutrition* workbook

American Association of Family and Consumer Sciences <https://www.aafcs.org/>



Enchanted Learning <https://enchantedlearning.com>

Food and Drug Administration <https://www.fda.gov/>

Google Classroom

Google Slides

Google

Preventing Cross Contamination <https://extension.psu.edu/preventing-cross-contamination>

USDA Choose My Plate <https://www.choosemyplate.gov/>

Utah Education Network <https://www.uen.org/>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **● One to One Student's laptop**

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#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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Work with ELL Teacher to allow for all assignments to be completed with extra time.

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design

- Plating

## **English/Language Arts**

- Grammar
- Reading
- Writing

## **Math/Finance**

- Budgeting meals
- Calorie Counting

## **Science**

- Food Science
- Chemical Reactions

## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Types of Cooking Methods**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Hidden Cooking Terms
- Review/Debrief

### **Day 2: Saving Nutrients When You Cook**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Predicting Consequences
- Review/Debrief

### **Day 3: The Microwave Oven**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - The Microwave File
- Review/Debrief

#### **Day 4: Safe Microwave Use**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Using the Microwave
- Review/Debrief

#### **Day 5: Prep Day**

- Unit Review
- Hands on Assessment - Live Kitchen Demo

#### **Section Title**

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# Unit 5: Meal Time

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **7 Days**  
Status: **Published**

## Standards

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## Standards

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LA.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 9-10 texts and topics.
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LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## **Transfer Goals and Career Ready Practices**

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### **Transfer Goals**

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Students will:

- Learn how to menu plan
- Create meals that are appealing
- Plan how to prepare a meal
- Learn the basic methods for serving a meal
- Learn how to set a table properly
- Learn table manner guidelines

### **Concepts**

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### **Essential Questions**

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- What should you consider when planning a menu?
- What steps can you take to make a meal appealing?
- What steps are involved in timing a meal?
- What are the types of meal service available?
- How do you properly set a table?
- Why do we have table manners and what are they?

### **Understandings**

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## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- What to consider when planning a meal
- Steps to make a meal appealing
- The process of how to some meal preparation
- Types of meal service
- How to properly set a table
- How to make meals pleasant

### **Skills**

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Students will be able to:

- Recognize what to consider when planning a menu
- Explain how to make meals appetizing
- Demonstrate how to time meal preparation
- Explain the basic methods for serving a meal
- Demonstrate how to set a table
- Explain the guidelines for table manner

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Class discussion

Class participation

Section review questions

Study Guide

Teacher directed Q & A



Teacher Observation

Vocabulary

Workbook Activities

## **School Summative Assessment Plan**

---

Work with teammates to identify, from the live demonstration, the common accidents depicted and explain how they can be avoided.

## **Primary Resources**

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*Discovering Food and Nutrition* textbook by Helen Kowtaluk

## **Supplementary Resources**

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American Association of Family and Consumer Sciences <https://www.aafcs.org/>

Fight Bac <https://www.fightbac.org/>

Enchanted Learning <https://enchantedlearning.com>

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USDA Choose My Plate <https://www.choosemyplate.gov/>

Utah Education Network <https://www.uen.org/>

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

### **Differentiated Instruction**

---

#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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- Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **Art/Design**

- Menu design
- Plating

### **English/Language Arts**

- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions

## **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

## **World Languages/History**

- Cooking terminology - roots

## **Learning Plan / Pacing Guide**

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### **Day 1: Meal Planning**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Cooking Consultant
- Review/Debrief

### **Day 2: Meal Timing**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Successful Meal Planning
- Review/Debrief

### **Day 3: Tableware**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Using Tableware
- Review/Debrief

### **Day 4: Setting the Table**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Place Settings
- Review/Debrief

### **Day 5: Planning Day**

- Preview Recipe

- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 6: Lab**

- Kitchens will complete the Demo Lab
- Debrief

### **Day 7: Review and Assessment**

- Review
- Assessment

-

# Unit 6: Learning About Food

Content Area: **Applied Tech**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **38 Days**  
Status: **Published**

## Standards

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## Standards

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LA.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 9-10 texts and topics.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FCSE.9-12.8.2.1	Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
FCSE.9-12.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
FCSE.9-12.8.2.3	Use knowledge of systems for documenting, investigating, reporting, and preventing food-borne illness.
FCSE.9-12.8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.8.2.8	Analyze current types of cleaning and sanitizing materials for proper use.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.
FCSE.9-12.8.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
FCSE.9-12.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
FCSE.9-12.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.

FCSE.9-12.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
FCSE.9-12.8.5	Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
FCSE.9-12.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
FCSE.9-12.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
FCSE.9-12.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
FCSE.9-12.8.5.13	Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FCSE.9-12.9.2.1	Analyze factors that contribute to food borne illness.
FCSE.9-12.9.2.2	Analyze food service management safety and sanitation programs.
FCSE.9-12.9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
FCSE.9-12.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
FCSE.9-12.9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
FCSE.9-12.9.6.3	Apply standards for food quality and sustainability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will:

- Fit milk into a healthful eating plan
- Explain how to select and store milk
- Cook with milk
- Fit yogurt and cheese into a healthful eating plan
- Explain how to select and store yogurt and cheese
- Cook with yogurt and cheese
- Fit grains into a healthful eating plan
- Explain how to select and store grains
- Cook with grains
- Fit legumes into a healthful eating plan
- Explain how to select and store legumes
- Cook with legumes
- Fit fruits into a healthful eating plan
- Explain how to select and store fruit
- Cook with fruit
- Fit vegetables into a healthful eating plan
- Explain how to select and store vegetables
- Cook with vegetables
- Fit poultry into a healthful eating plan
- Explain how to select and store poultry
- Cook with poultry
- Fit meat into a healthful eating plan
- Explain how to select and store meat
- Cook with meat
- Fit eggs into a healthful eating plan
- Explain how to select and store eggs
- Cook with eggs

### Concepts

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## **Essential Questions**

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- How does milk fit into a healthful eating plan?
- How do you select and store milk?
- What are ways we can use milk in cooking?
- How does yogurt and cheese fit into a healthful eating plan?
- How do you select and store yogurt and cheese?
- What are ways we can cook with yogurt and cheese?
- How do grains fit into a healthful eating plan?
- How do you select and store grains?
- What are ways we can cook with grains?
- How do legumes fit into a healthful eating plan?
- How do you select and store legumes?
- What are ways we can cook with legumes?
- How does fruit fit into a healthful eating plan?
- How do you select and store fruit?
- What are ways we can cook with fruit?
- How do vegetables fit into a healthful eating plan?
- How do you select and store vegetables?
- What are ways we can cook with vegetables?
- How does poultry fit into a healthful meal plan?
- How do you select and store poultry?
- What are ways we can cook with poultry?
- How does meat fit into a healthful meal plan?
- How do you select and store meat?
- What are ways we can cook with meat?
- How do eggs fit into a healthful eating plan?
- How do you select and store eggs?
- What are ways we can cook with eggs?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- How to include milk into a healthy meal
- The procedures for selecting a storing milk
- Various ways to cook with milk
- How to include yogurt and cheese into a healthy meal
- The procedures for selecting and storing yogurt and cheese
- Various ways to cook with yogurt and cheese
- How to include grains into a healthy meal
- The procedure for selecting and storing grains
- Various ways to cook with grains
- How to include legumes into a healthy meal
- The procedures for selecting and storing legumes
- Various ways to cook with legumes
- How to include fruit into a healthy meal
- The procedures for selecting and storing fruit
- VArrious ways to cook with fruit
- How to include vegetables into a healthy meal
- The procedure for selecting and storing vegetabes
- Variuos ways to cook with vegetables
- How to include poultry into a healthy meal
- The procedures for selecting and storing poultry
- Various ways to cook with poultry
- How to include meat into a healthy meal
- The procedures for selecting and storing meat
- Various ways to cook with meat
- How to include eggs into a healthy meal
- The procedure for selecting and storing eggs
- Various ways to cook with eggs

## **Skills**

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Students will be able to:

- Analyze how milk fits into a healthful eating plan
- Explain how to select and store milk
- Demonstrate how to cook with milk
- Analyze how yogurt and cheese fit into a healthful eating plan
- Explain how to select and store yogurt and cheese
- Demonstrate how to cook with yogurt and cheese
- Analyze how grains fit into a healthful eating plan
- Explain how to select and store grains
- Demonstrate how to cook with grains
- Analyze how legumes fit into a healthful eating plan
- Explain how to select and store legumes
- Demonstrate how to cook with legumes
- Analyze how fruits fit into a healthful eating plan
- Explain how to select and store fruit

- Demonstrate how to cook with fruit
- Analyze how vegetables fit into a healthful eating plan
- Explain how to select and store vegetables
- Demonstrate how to cook with vegetables
- Analyze how poultry fits into a healthful eating plan
- Explain how to select and store poultry
- Demonstrate how to cook poultry
- Analyze how meat fits into a healthful eating plan
- Explain how to select and store meat
- Demonstrate how to cook with meat
- Analyze how eggs fit into a healthful eating plan
- Explain how to select and store eggs
- Demonstrate how to cook with eggs

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

---

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Vocabulary

Workbook Activities

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Work with teammates to identify, from the live demonstration, the common accidents depicted and explain how they can be avoided.

## **Primary Resources**

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## **Interdisciplinary Connections**

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- Menu design
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- Grammar
- Reading
- Writing

### **Math/Finance**

- Budgeting meals
- Calorie Counting

### **Science**

- Food Science
- Chemical Reactions

### **STEM**

- Thinking and reasoning
- Collaboration
- Problem solving
- Decision making

### **World Languages/History**

- Cooking terminology - roots

---

## **Learning Plan / Pacing Guide**

### **Day 1: Buying Milk**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Milk Choices
- Review/Debrief

### **Day 2: Food Skills: Milk**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Cooking With Milk
- Review/Debrief

### **Day 3: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 4: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 5: Buying Yogurt & Cheese**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Cheese Clues
- Review/Debrief

### **Day 6: Food Skills: Yogurt & Cheese**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Choosing Cheese and Yogurt
- Review/Debrief

### **Day 7: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 8: Lab**

- Kitchens will complete the lab

- Debrief

### **Day 9: Review and Assessment**

- Review
- Assessment

### **Day 10: Buying Grains**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Grains and Bread Puzzle
- Review/Debrief

### **Day 11: Food Skills: Grains**

- Warm Up/Do Know
- Vocabulary
- Study Guide
- Workbook Activity - Cooking With Milk
- Review/Debrief

### **Day 12: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 13: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 14: Buying Legumes**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Solving Legume Problems
- Review/Debrief

### **Day 15: Food Skills: Legumes**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Legume Calculations
- Review/Debrief



### **Day 16: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 17: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 18: Review and Assessment**

- Review
- Assessment

### **Day 19: Buying Fruit**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Choosing Nutritious Fruit
- Review/Debrief

### **Day 20: Food Skills: Fruit**

- Warm Up/Do Know
- Vocabulary
- Study Guide
- Workbook Activity - Consumer Power
- Review/Debrief

### **Day 21: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 22: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 23: Buying Vegetables**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Vegetables and Nutrients

- Review/Debrief

### **Day 24: Food Skills: Vegetables**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Steps to a Perfect Vegetable Tray
- Review/Debrief

### **Day 25: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 26: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 27: Review and Assessment**

- Review
- Assessment

### **Day 28: Buying Poultry**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Shopping for Poultry
- Review/Debrief

### **Day 29: Food Skills: Poultry**

- Warm Up/Do Know
- Vocabulary
- Study Guide
- Workbook Activity - Poultry Math
- Review/Debrief

### **Day 30: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 31: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 32: Buying Meat**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - How Much Does a Serving Cost?
- Review/Debrief

### **Day 33: Food Skills: Meat**

- Warm up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Look at the Label
- Review/Debrief

### **Day 34: Buying Eggs**

- Warm Up/Do Now
- Vocabulary
- Study Guide
- Workbook Activity - Buying Eggs
- Review/Debrief

### **Day 35: Food Skills: Eggs**

- Warm Up/Do Know
- Vocabulary
- Study Guide
- Workbook Activity - Using and Cooking Eggs
- Review/Debrief

### **Day 36: Planning Day/Prep**

- Preview Recipe
- Review Recipe
- Lab paperwork
- Create a "Well Written" recipe

### **Day 37: Lab**

- Kitchens will complete the lab
- Debrief

### **Day 38: Review and Assessment**

- Review
- Assessment

