

Midland Park Public Schools

Midland Park School District

Subject: Baking Essentials

High School~Elective

Prepared by:

Susan L. Jensen, MS, FACS

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

**Approved by the Midland Park Board of Education on
June 21, 2022**

Born On Date: June 20, 2022

HS Baking Essentials Curriculum Overview:

High School Baking Essentials is taught in four units throughout one semester (20 weeks). This curriculum is a hands-on comprehensive understanding of the skills and procedures in the kitchen~review from Food & Nutrition (prerequisite). Students will recall such practices in safety & sanitation, establishing healthy habits, and proper use of equipment that will prevent accidents in the kitchen. Measuring, cooking terms, and use of equipment will expand throughout the course. New recipes will be introduced and baking techniques will be presented & practiced. The cooperative kitchen lab setting will continue to teach time management skills and tasks when preparing food and exploring career skills such as learning to work with others in a group setting. Throughout the baking experience, healthy eating, moderation, and nutrition will be expanded. In addition, 21st Century skills will be developed. Food related baking, bakery, and hospitality careers and an exploration of other related occupations will be studied.

The first disciplinary core idea discussed in Unit 1, Food Lab Essentials is necessary for students to review kitchen safety & food safety. Before reentering the kitchen lab, students will recall kitchen safety and sanitation, prevention of food poisoning, how to accurately measure and units of measurement, abbreviations, reading a recipe, conversions, and equivalents (all taught in Foods & Nutrition). All these skills are necessary to have a successful product and move on a more advanced program. Cooperation within a group setting is key to further enhance skills needed to become an autonomous adult. To form the cooperative groups, the teacher will observe students and take the previous year's performance to form the groups based on how he/she feels the group of students will work together (Reflecting, a similar situation such as a high school/college grouping for group work and projects, and gives real life experience of working together in a cooperative group~thus like the workplace.)

The next disciplinary core idea discussed will be Quick Breads & Yeast Breads in Unit 2. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade quick breads & yeast breads are just as easy, better tasting, healthier, and more satisfying compared to using a box mix or pulling out a container from the refrigerator. Students will learn the function of ingredients used and how to make baked goods more nutritious without sacrificing great taste. Each new recipe will strengthen previous skills and help develop new skills. Measuring, cooking terms, and use of equipment will continue to be reinforced throughout the course. Recipes will be more advanced and baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the quick bread & yeast bread experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

Similarly to the quick bread/yeast bread unit, packaged, processed, all-ready prepared cookies and cakes may contain ingredients that are unnecessary in the diet. In Unit 3, preparing homemade cookie and cake recipes from scratch with wholesome ingredients will substantiate students' skills and procedures in the Food & Nutrition course and incorporate new skills such as reading food labels, identifying hidden sugars, and being able to add more nutritious ingredients without sacrificing taste, quality, & texture. Measuring, cooking terms, and use of equipment will continue to be reinforced throughout the course. Recipes will be more advanced and baking techniques will be enhanced. Continually, the cooperative kitchen lab setting will reinforce time management skills and tasks. Throughout the cookies & cakes unit, nutrition will continue to be streamlined throughout. 21st Century skills will also continue and further exploration of baking related careers such as bakery ownership, food service, catering, and decorating.

Correspondingly to Units 1~3, all skills and procedures will be adhered to and continue to progress at

a more challenging level. As the semester closes with Unit 4, Pastry & Choux Pastry will be introduced, compared, and used in recipes that students can develop according to their own tastes and preferences. Common misconceptions of pies & tarts can affect students' eating habits and thus will be explored. Students will learn and experience that there are alternate methods to make these baked products wholesome, portable, and appealing. In addition, they will learn quick ways to enjoy
Midland Park Public Schools

homemade pastries as part of a nutritious and fast-paced lifestyle. Students will learn that pastry & choux pastry products are not "bad" for one's health and are not fattening, but will learn how to use moderation and how they can be developed into a nutritious portable option. Students will demonstrate how to make a choux pastry and explore a variety of fillings & toppings. In addition, students will learn how to create wholesome, delicious pastries without all the added chemicals, excess sugar & fat thus being able to add them into their diet while not sacrificing good health.

A guided hands-on program, problem-based learning experiences and baking projects will give students the opportunity to explore topics and concepts through practical experiences. Participating in this hands-on program helps students:

1. To be prepared for College/Career by emphasizing key skills and practices (CCSS, NJSLA, STEM).

2. Become lifelong learners and autonomous individuals.

- o Developing diversity among one another with acceptance and understanding
- o Collaborating with peers to learn equity, inclusion, tolerance, & belonging
- o Learning about gender & sexual orientation
- o Understand race & ethnicity
- o Develop tolerance for others with disabilities, different religious beliefs, and different socioeconomic situations
- o Learning how to define unconscious bias & take actions to prevent it

Suggested Course Sequence (20 week semester)*:

Unit 1: Food Lab Essentials~Review 3~4 weeks

Unit 2: Quick Breads & Yeast Breads 4~6 weeks

Unit 3: Cookies & Cakes 4~6 weeks

Unit 4: Pastries & Choux Pastries 4~6 weeks

*****Diversity Equity & Inclusion Integration:Curriculum:**

>>Lesson integration will include Amistad, Holocaust, LGBTQ, Handicapped, & AAPI

~Note: Course sequence may vary depending on dynamics of the class, learning styles of students, collaborating of groups, and consistency of following safe practices.

Prerequisite: Completion of the Food & Nutrition program along with teacher's approval to move on to the upper level course to ensure the safety of the upper level course.

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 48 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

Unit # - UNIT 1 OVERVIEW~Food Lab Essentials

Content Area:

- There are many things that can be done to help ensure that the foods you prepare are safe to eat.
- Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.
- A kitchen typically has major appliances, small appliances, cookware and bakeware and handheld tools.
- Recipes are directions for preparing foods that are useful to cooks and offer helpful information.

Midland Park Public Schools

- Recipes usually turn out best when you use each ingredient in exactly the right amount.
- A work plan helps you manage time and tasks in order to prepare meals successfully.

Unit Title: Food Lab Essentials**Grade Level: 9th~12th**

Unit Summary: There are many things that can be done to help ensure that the foods you prepare are safe to eat. Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen. A kitchen typically has major appliances, small appliances, cookware and bakeware and handheld tools. Recipes are directions for preparing foods that are useful to cooks and offer helpful information. Recipes usually turn out best when you use each ingredient in exactly the right amount. A work plan helps you manage time and tasks in order to prepare meals successfully.

LEARNING TARGET/STANDARDS**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards Career Readiness, Life Literacies, & Key Skills**

8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.4

Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.6

Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.

21st Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills

9.1.2.CAP.1

Make a list of different types of jobs & describe skills associated with each job

9.1.2.CAP.2

Explain why employers are willing to pay individuals to work

9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

9.2.5.CAP.2

Identify how you might like to earn an income

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers &

	occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using

Midland Park Public Schools

	technology
Educational Reading Standards	
NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Interdisciplinary Connections:

- Connect with Mathematics as “kitchen math” is introduced
 - Use of prior knowledge of fractions to understand the typical tools of measuring ingredients
- Connect with Science as “food science” is introduced
 - Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented
 - Connect with functions of ingredients and how they affect the outcome of a recipe.

Unit Essential Question(s):

- What are good safety habits to practice in the Foods Lab?
- How are accidents prevented in the kitchen? ● How are foodborne illnesses prevented in the kitchen?
- What pieces of equipment are necessary for standard food preparation?
- How do accurate measurements lead to successful results?
- Why is it important to understand kitchen math?
- What are the elements of a well-written recipe?
- What are the specific foods lab procedures? ● How is a table properly set?

Unit Enduring Understandings:

- There are many things that can be done to help ensure that the foods you prepare are safe to eat.
- Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.
 - A kitchen typically has major appliances, small appliances, cookware and bakeware and handheld tools.
- Recipes are directions for preparing foods that are useful to cooks and offer helpful information.
- Recipes usually turn out best when you use each ingredient in exactly the right amount.
- A work plan helps you manage time and tasks in order to prepare meals successfully.

Unit Learning Targets/Objectives:

Students will...

- Recall and practice good safety habits.
- Continue to name and explain uses for equipment in the lab.
- Steadily develop a Time/Work Schedule for recipe preparation.
- Continually practice proper measuring techniques.
- Understand how to change the yield of a recipe.
- Identify common foodborne illnesses and their prevention in food preparation. ● Identify proper placement of all tableware based on the course served.

EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- French Toast Lab

Summative/Benchmark Assessment(s):

- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Safety and Sanitation Test~advanced
- Safety Project~advanced
- Kitchen Tools Test~advanced
- Measuring Test~advanced

Resources/Materials :

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois. Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencoe, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988
- DVDs~Learning Seed
- Cooking Techniques: How it all boils down
- Food Safety
- Kitchen Math & Measuring
- Kitchen Safety
- Kitchen Tools & Utensils (Everything but the kitchen sink)
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
- [Food Safety.gov](http://FoodSafety.gov)
- [Universal Design for Learning](http://UniversalDesignforLearning)
- [Fight Bac](http://FightBac)
- Recipes
- [Plain but not so plain~Kitchen Skills](http://Plainbutnotsoplain~KitchenSkills)
- [My Plate Resources](http://MyPlateResources)
- [Kids Health Org.](http://KidsHealthOrg)
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
 - ~Shop Rite Dietitians
 - ~Whole Foods Demonstrators (F & N)
 - ~Johnson and Wales (Career)
 - ~Alumni (Career, Life Skills, Motivational, Demonstrations, etc.)

Modifications:

- Special Education Student/504~
 - o Allow errors
 - o Rephrase questions, directions, and explanations
 - o Allow extended time to answer questions and permit drawing, as an
- At-Risk Students~
 - o Provide extended time to complete tasks
 - o Consult with Guidance counselors and follow I&RS procedures /

<p>explanation</p> <p>o Accept participation at any level, even one word</p>	<p>action plans</p> <p>o Consult with classroom teacher(s) for specific behavior interventions</p> <p>o Provide rewards as necessary</p>
------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------

Midland Park Public Schools

<p>o Consult with Case Manages and follow IEP accommodations / modifications</p> <p>● English Language Learners -</p> <p>o Assign a buddy, same language or English speaking</p> <p>o Allow errors in speaking</p> <p>o Rephrase questions, directions, and explanations</p> <p>o Allow extended time to answer questions</p> <p>o Accept participation at any level, even one word</p>	<p>● Gifted and Talented Students~</p> <p>o Provide extension activities</p> <p>o Build on students' intrinsic motivations</p> <p>o Consult with parents to accommodate students' interest in completing tasks at their level of engagement</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)

<p>Lessons 1~3 Safety and accident prevention in the foods lab</p>	<ul style="list-style-type: none"> ● Recall good safety habits ● <p>Review & practice accident prevention</p> <ul style="list-style-type: none"> ● Identify common foodborne illnesses and their prevention in food preparation. <p>Lesson 1: -Hook students' interest with an entry question (What does it mean to be safe in the kitchen?) to get them considering the effects of the importance of safety in the kitchen. ~Review & acknowledge the essential questions and discuss unit's overall objectives in kitchen safety. -Review the content within the safety contract with students. -Have students take home safety contract and return with parent/guardian signature.</p> <p>Lesson 2: ~Reintroduce safety in the food lab content and identify preventative instruments (fire extinguisher, emergency stop button, fire blanket, and fire drill procedures) within the kitchen. -Present expected behavior in the foods lab and discuss horseplay, proper hygiene, and appropriate clothing in the food lab.</p> <p>Lesson 3:</p>	<p>Unit determined by dynamics of class~between 3 & 4 weeks.</p>
--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

Midland Park Public Schools

	<p>~Review food safety content and ways to prevent foodborne illness. -Revisit fire, slips/falls, cuts, burns, electrical shock, and bruises/bumps content and ways to prevent them from happening in the food lab. -Have students prepare a food safety project (choice). -Give quizzes on safety and sanitation in the food lab.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lesson 4 Small and large kitchen tools; their uses, & the cooking terms for each given tool.</p>	<ul style="list-style-type: none"> ● Continue to name and explain uses for equipment in the lab. ● Identify cooking terms associated with kitchen tool <p>Lesson 4:</p> <ul style="list-style-type: none"> -Present tools of the kitchen and identify their uses. -”Show and Tell” presentation of kitchen tools with PowerPoint Presentation. -Give a quiz on tools in the Kitchen~advanced. -Walk around the room & match the cooking term with the word. 	
<p>Lesson 5 Reading Recipe Skills & Measuring</p>	<ul style="list-style-type: none"> ● Develop a Time/Work Schedule for recipe preparation. ● Continue to practice proper measuring techniques. ● Understand how to change the yield of a recipe. <p>Lesson 5:</p> <ul style="list-style-type: none"> -Hook students' interest with an entry question (Can you bake/cook without a recipe?) on reading recipes. ~Review recipe abbreviations & common food equivalents~ discuss the video, "Kitchen Math Measuring." -Have students complete advanced worksheets tied into recipe abbreviations and common food equivalents. ~Students demonstrate measuring techniques. -Give advanced test on recipe abbreviations and common food equivalents. 	
<p>Lessons 6 & 7 Intro to Lab & the Lab Procedure</p>	<ul style="list-style-type: none"> ● Observe lab procedures ● Understand procedures necessary for a successful Kitchen Lab <ul style="list-style-type: none"> ● Execute a recipe in the lab ● Interpret communication & team building skills 	

	<p>Lesson 6: -Hook students' interest with an introductory lab~French Toast. -Teacher demonstration of French Toast, lab procedures, and evaluation~intro to the kitchen lab & review. -Students will observe the preparation of French Toast and teacher modeling of lab procedures.</p> <p>Lesson 7: -Students will prepare French Toast using correct lab procedures and following recipe/directions. -Students will complete self-evaluation/lab plan.</p>	
<p>Lesson 8 Table Setting & Etiquette Nutrition</p>	<ul style="list-style-type: none"> ● Understand the basic layout of table utensils, linens, and glassware based on typical dining situations. ● Relate good use of manners <p>Lesson 8: -Every time students eat, they are to set the table accordingly -Each lab students will practice positive manners & use appropriate table etiquette</p>	
<p>Nutrition~ Integrate through entire course</p>	<p>- Research on the internet healthier choice substitutes for foods that are classed as snacks.</p>	

ADDITIONAL RESOURCESPlans

Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment
- Real World Experiences- discussion of how the food industry has changed over the years.
 - Includes TV' s role in expanding people's exposure to famous chef's
 - How this can impact a career in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> ● Provide a variety of options for perception ● Provide a variety of options for language and symbols ● Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> ● Provide a variety of options for physical action ● Provide a variety of options for expressive skills and fluency ● Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> ● Provide a variety of options for recruiting interest ● Provide a variety of options for sustaining effort & persistence ● Provide a variety of options for self regulations
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Midland Park Public Schools

*UDL

<p>UNIT 2 OVERVIEW~Quick Breads & Yeast Breads</p>
<p>Content Area:</p> <ul style="list-style-type: none"> ● The two major types of breads are quick breads and yeast breads. ● The two basic mixing methods for quick breads are: muffin method and biscuit method. ● The two basic mixing methods for yeast breads are: conventional & quick-mix method. ● Food science principles of preparing quick breads and yeast breads. ● Quick breads and yeast breads differ by the proportion of ingredients, mixing method and leavening agents. ● Ratio of ingredients is important to the finished product. ● Utilization of proper measuring tools. ● Quick breads are leavened by fast-acting leavening agents such as air, steam, chemical (baking soda and baking powder). ● Yeast bread is leavened by yeast. ● Preheating the oven, accurate measurements, and preparing the pan are all important to successful baking. ● Each ingredient serves a specific function in the quick bread/yeast bread recipe. ● Consumption and moderation is important for healthy nutritional goals.
<p>Unit Title: Quick Breads & Yeast Breads</p>
<p>Grade Level: 9th~12th</p>
<p>Unit Summary: Students need to know that following directions and using the proper kitchen tools are vital to the success of a recipe. In the Quick bread & yeast bread unit, students will learn that changing the amount of an ingredient will not make the recipe better~i.e. Adding extra sugar, not using as much fat, substituting an ingredient..</p> <p>The end product of a recipe depends on the accuracy of measuring, using the proper tools, knowing the functions of ingredients and understanding the way they are used to develop the desired results.</p> <p>For the nutritional aspect, students will learn that moderation is the key. Carbohydrates are not “bad” to eat as long as they are not over indulged. In addition, students will see the portion sizes and how they have become distorted throughout the years. Finally, students will become aware that low~fat, sugarfree, and healthy claims does not always mean the product is better to eat.</p> <p>Transfer: At home, students will prepare the recipes that they have been preparing in class. Students can use their knowledge to explore new recipes they research. Students may start collecting their own cooking tools in the kitchen.</p>
<p>UnitLEARNING TARGETS/STANDARDS #</p>
<p>Standards (Content and Technology):</p>

CPI#:	Statement:
NJSLS Standards Career Readiness, Life Literacies, & Key Skills	
8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.
21st Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills	
9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.

Midland Park Public Schools

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
Educational Technology Standards	
8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using technology
Educational Reading Standards	

NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Interdisciplinary Connections:

- Connect with Mathematics as “kitchen math” is introduced
 - Use of prior knowledge of fractions to understand the typical tools of measuring ingredients
- Connect with Science as “food science” is introduced
 - Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented
 - Connect with functions of ingredients and how they affect the outcome of a recipe.

Unit Essential Question(s):

Quick Breads & Yeast Breads:

- -How do the two basic mixing methods differ?
- -What is the creaming method?
- -How do ingredients function in baked products?
- -How do the types of quick breads differ? ● -Why is it important to measure accurately? ● -What is the function of yeast in baked products?
- -What are the nutritional contributions of yeast breads?
- -How do other ingredients function in the preparation of yeast breads?
- -What are the methods in yeast bread

Unit Enduring Understandings:

- The two basic mixing methods are muffin and biscuit which result in different appearances and textures.
- Each ingredient in baked products has specific functions. Ex: flour provides structure to quick breads.
 - The tools used to prepare quick breads and techniques create different products.
- Baking is a science and accurate measuring is important for a successful product.
 - Quick breads and yeast breads are leavened with different ingredients. ● Quick breads use quick-acting leavening

Midland Park Public Schools

<p>preparation?</p> <ul style="list-style-type: none"> ● -What is the difference between the quick mix method vs. the conventional method? ● -What are some advantages of the quick mix method? 	<p>agents such as air, chemical (baking soda and baking powder), and steam. ● Yeast breads are leavened with yeast and a process called fermentation. ● In moderation, baked goods can have a place in the diet. By using natural, whole ingredients you can feel satisfied as opposed to consuming processed, packaged quick breads and yeast breads that contain many artificial ingredients.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Learning Targets/Objectives:

Students will...

Quick Breads:

- understand the three basic methods for combining ingredients for baking and how they affect the resulting product.
- differentiate between the types of dough's or batters produced.
- evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads.
- prepare several recipes for quick breads.

Yeast Breads:

- understand the different types of yeast available to the consumer and the way they are prepared.
- understand the effect of kneading, dough rising, punching down, shaping yeast dough, and second rising on development.
- evaluate and explain the final results after completing a loaf of bread. ● create several recipes for bread including a sweet dough variation.

EVIDENCE OF LEARNING**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Quick Bread:

- 2/3 muffin labs
- 2 biscuit labs
- 2/3 loaf bread labs
- 1 pancake lab
- 1 popover lab
- Quick Bread Practical

Yeast Bread

- Pizza Lab
- White or Whole Wheat Bread Lab
- Challah Bread Lab
- Cinnamon Rolls Lab

***Recipes subject to vary with seasons & students' needs

Summative/Benchmark Assessment(s):

- Kitchen Lab experiences
- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Safety and Sanitation Test
- Safety Project
- Kitchen Tools Test
- Measuring Test
- Kitchen Drawing Project

Resources/Materials :

- Student Resources (i.e., textbooks, related books):

- Largen and Bence, Guide to Good Food, Tinley Park, Illinois. Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencoe, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988
- Videos –TBD
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
- [Food Safety.gov](http://FoodSafety.gov)
- [Universal Design for Learning](http://UniversalDesignforLearning)
- [Fight Bac](http://FightBac)
- Recipes
- [Plain but not so plain~Kitchen Skills](http://Plainbutnotsoplain~KitchenSkills)
- [My Plate Resources](http://MyPlateResources)
- [Kids Health Org.](http://KidsHealthOrg)
- Pinterest
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
 - ~Shop Rite Dietitians
 - ~Whole Foods Demonstrators (F & N)
 - ~Johnson and Wales (Career)
 - ~Alumni (Career, Life Skills, Motivational, demonstrations, etc.)
- Software:
 - Google Slides
 - Internet
 - Microsoft Word

Modifications:

- Special Education Student/504~
 - o Allow errors
 - o Rephrase questions, directions, and explanations
 - o Allow extended time to answer questions and permit drawing, as an explanation
 - o Accept participation at any level, even one word
 - o Consult with Case Managers and follow IEP accommodations / modifications
- At-Risk Students~
 - o Provide extended time to complete tasks
 - o Consult with Guidance counselors and follow I&RS procedures / action plans
 - o Consult with classroom teacher(s) for specific behavior interventions
 - o Provide rewards as necessary
- English Language Learners -
 - o Assign a buddy, same language or English speaking
- Gifted and Talented Students~
 - o Provide extension activities
 - o Build on students' intrinsic

o Allow errors in speaking

o Rephrase questions, directions, and

explanations

o Allow extended time to answer

questions

o Accept participation at any level,
even one word

motivations

o Consult with parents to

accommodate students' interest

in completing tasks at their level

of engagement

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
-------------------	---------------------	---------------------------------

Midland Park Public Schools

<p>Lessons 1~4 Quick Bread intro. & types of quick breads. Muffin demo and lab.</p>	<ul style="list-style-type: none"> ● Understand the three basic methods for combining ingredients for baking and how they affect the resulting product. ● Use prior knowledge of baking ● understand the three basic methods for combining ingredients for baking and how they affect the resulting product. <p>Lesson 1: -Hook students' interest with an entry question (What is your favorite type of muffin?) to get them considering what kinds of muffins are possible. -Introduce the essential questions and discuss the unit's overall objectives in quick breads. -Quick Bread PowerPoint and students will complete the Quick Bread Study Guide.</p> <p>Lesson 2: -Have students watch the teacher demonstrate the preparation of a quick bread (muffin). -Students will observe proper measuring and preparation techniques during teacher demonstrations. -Teacher will show and students will observe characteristics of a properly prepared muffin.</p> <p>Lesson 3: -Students will prepare the same recipe as the teacher demonstrated in the lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 4: -Students will prepare a second muffin recipe by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	<p>Unit determined by dynamics of class ~between 5~6 weeks</p>

<p>Lessons 5~7 Quick bread comparison, difference between quick breads, demo & biscuit lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 5: -Hook students' interest with an entry question (Have you ever had a biscuit and how would you describe it compared to a muffin?) to get them considering the differences between a biscuit and a muffin. -Introduce the essential questions and discuss the unit's overall objectives in quick breads. Lesson 6: -Have students watch the teacher demonstrate the preparation of a quick bread (biscuit). -Students will observe proper measuring and preparation techniques during teacher demonstrations. -Teacher will show and students will observe characteristics of a properly prepared biscuit. Lesson 7: -Students will prepare the same recipe as the teacher demonstrated in the lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 8 Quick bread comparison, difference between quick breads, second biscuit lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 8: -Students will prepare a second biscuit recipe by following the recipe and lab procedures.</p>	

Midland Park Public Schools

	<p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lessons 9 ~ 11 Quick bread comparison, difference between quick breads, demo & loaf bread lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 9: -Hook students' interest with an entry question (Do you know what loaf bread is? If yes, give me an example of one) to get them considering the differences between a muffin, a biscuit, and a loaf of bread. -Introduce the essential questions and discuss the unit's overall objectives in quick breads. Lesson 10: -Have students watch the teacher demonstrate the preparation of a quick bread (loaf bread). -Students will observe proper measuring and preparation techniques during teacher demonstrations. -Teacher will show and students will observe characteristics of a properly prepared loaf of bread. Lesson 11: -Students will prepare the same recipe as the teacher demonstrated in the lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lessons 12 & 13 Quick bread comparison, difference between quick breads, & loaf bread</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. 	

Midland Park Public Schools

<p>labs.</p>	<p>Lesson 12: -Students will prepare a second loaf bread recipe by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet. Lesson 13: -Students will prepare recipes by steam as a leavening agent following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lessons 14~16 Quick bread/ Yeast bread comparison, difference between varied leavened breads, demo & yeast bread lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 14: -Hook students' interest with an entry question (What do you think are the different methods between quick breads and yeast breads?) to get them considering what kinds of yeast breads are possible. -Introduce the essential questions and discuss the differences between quick breads and yeast breads. -Students will complete the Yeast Bread Study Guide.</p> <p>Lesson 15: -Have students watch the teacher demonstration using yeast to prepare a loaf of bread (white or whole wheat). -Students will observe proper measuring and mixing techniques during teacher demonstration. -Teacher will show and students will observe characteristics of a properly prepared loaf of bread.</p> <p>Lesson 16: -Students will prepare the same recipe as the teacher demonstrated in the lab.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Midland Park Public Schools

	<p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
--	----------------------------------------------------------------------------------------------------------------------	--

<p>Lessons 17~19 Quick bread/ Yeast bread comparison, difference between varied leavened breads & yeast bread lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 17: -Students will prepare second yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 18: -Students will prepare third yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 19: -Students will prepare fourth yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~ Integrate through entire course</p>	<p>Ongoing~: - Research on the internet healthier choice substitutes for foods that are classed as snacks. ~Create a personal cookbook</p>	

ADDITIONAL RESOURCES	
<p>Teachers Notes:</p> <ul style="list-style-type: none"> ● Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment ● Real World Experiences- discussion of how the food industry has changed over the years. <ul style="list-style-type: none"> ○ Includes TV' s role in expanding people's exposure to famous chef's ○ How this can impact a career in the culinary arts 	

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> • Provide a variety of options for perception • Provide a variety of options for language and symbols • Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> • Provide a variety of options for physical action • Provide a variety of options for expressive skills and fluency • Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> • Provide a variety of options to recruit interest • Provide a variety of options for sustaining effort & persistence • Provide a variety of options for self-regulations
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*UDL

UNIT 3 OVERVIEW~Cakes & Cookies	
<p>Content Area:</p> <ul style="list-style-type: none"> • Introduction to cookies and the six types, each with unique preparation skills. • Preheating the oven, accurate measurements, and preparing the pan, are all important to successful cookie baking. • Types of cakes: shortened, unshortened, butter, & foam cakes • Method of cake mixing: conventional method & quick method • Cake ingredients & function of cakes~cake flour vs. all purpose flour • Versatility of cupcakes • Each ingredient serves a specific function in the cookie recipe. • Consumption and moderation is important for healthy nutritional goals. 	
Unit Title: Cakes & Cookies	
Grade Level: 9th~12th	
<p>Unit Summary: Students need to know that following directions and using the proper kitchen tools are vital to the success of a recipe. In the Cakes & Cookies unit, students will learn that changing the amount of an ingredient will not make the recipe better~i.e. Adding extra sugar, not using as much fat, substituting an ingredient...</p> <p>The end product of a recipe depends on the accuracy of measuring, using the proper tools, knowing the functions of ingredients and understanding the way they are used to develop the desired results.</p> <p>For the nutritional aspect, students will learn that moderation is the key. Carbohydrates are not “bad” to eat as long as they are not over indulged. In addition, students will see the portion sizes and how they have become distorted throughout the years. Finally, students will become aware that low~fat, sugarfree, and healthy claims does not always mean the product is better to eat.</p> <p>Transfer: At home, students will prepare the recipes that they have been preparing in class. Students can use their knowledge to explore new recipes they research. Students may start collecting their own cooking tools in the kitchen.</p>	
UnitLEARNING TARGETS/STANDARDS #	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards Career Readiness, Life Literacies, & Key Skills	
8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.
21st Century themes and skills (standard 9) and Career Ready Practices <i>Career Readiness, Life Literacies, & Key Skills</i>	
9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

Midland Park Public Schools

9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using technology

Educational Reading Standards

NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
-----------	---------------------------------------------------------------------------------------------------------------------------

<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Connect with Mathematics as “kitchen math” is introduced <ul style="list-style-type: none"> ○ Use of prior knowledge of fractions to understand the typical tools of measuring ingredients ● Connect with Science as “food science” is introduced <ul style="list-style-type: none"> ○ Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented ○ Connect with functions of ingredients and how they affect the outcome of a recipe.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How are cookies classified and prepared? ● How do cookies differ? ● What techniques are required to produce successful results? ● Why is it important to measure accurately? ● What is the creaming method? ● How does each of the basic ingredients function in cookie preparation? ● What is the nutritional contribution of cookies? ● What are the basic types of cakes & how are they prepared? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Each ingredient in baked products has specific functions. Ex: flour provides structure to quick breads. ● The methods used to prepare cookies and techniques create different products. ● Baking is a science and accurate measuring is important for a successful product. ● In moderation, sweets such as cookies can have a place in the diet. By using natural, whole ingredients you can feel
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Midland Park Public Schools

<ul style="list-style-type: none"> ● What are the two methods for mixing shortened or butter cakes? <ul style="list-style-type: none"> ● How does the conventional method and quick method of mixing cakes differ? ● How does the mixing method for foam cakes differ from that of shortened cakes? ● What are the functions of the basic ingredients used in cake preparation? ● How should the egg whites be handled when preparing an angel food cake? ● How should chocolate be melted safely? ● How do you test a cake for doneness? ● How are cupcakes versatile? 	<p>satisfied as opposed to consuming processed, packaged cookies that contain many artificial ingredients. ● Different kinds of cakes are mixed & baked in distinctive ways.</p> <ul style="list-style-type: none"> ● Mixing techniques, ingredient amounts, and baking times are all developed to work together with scientific precision. ● Cakes can be frosted & decorated according to the baker’s originality and occasion.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <p>Cookies:</p> <ul style="list-style-type: none"> ● recognize the six basic classification of cookies. ● understand the function of each ingredient in cookie preparation. ● practice proper baking techniques when preparing different types of cookies. ● identify and practice using the proper equipment needed for all types of cookie preparation. ● Explain why the correct proportion of ingredients is important in preparing cakes ● Understand the function of ingredients used in the preparation of cakes ● Distinguish the difference between shortened and unshortened cakes ● Evaluate & prepare a variety of cakes and cupcakes.

EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Cookie Lab: determined by the season

- Varied but at least 3 to 4 different types:
 - Drop Cookie
 - Refrigerator Cookie
 - Pressed Cookie
 - Rolled Cookie
 - Molded Cookie
 - Cut-Out Cookie

Cookie Swap Lab~determined by season & dynamics of students in class.

Cake Lab: determined by the season

- Varied but at least 3 to 4 different types:
 - Shortened or Butter Cakes
 - Chiffon Cakes
 - Foam or Sponge Cakes
 - Cupcakes

***Recipes subject to change~determined by season & dynamics of students in class.

Summative/Benchmark Assessment(s):

- Kitchen Lab experience
- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Food & Nutrition online games
- Healthy substitutions within recipes

Resources/Materials :

- Student Resources (i.e., textbooks, related books):
 - Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc.

1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencoe, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988

- Videos –TBD

- Teacher Resources (i.e., textbooks, related books):

- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997

- Websites:

- [Food Safety.gov](http://FoodSafety.gov)

- [Universal Design for Learning](http://UniversalDesignforLearning)

- [Fight Bac](http://FightBac)

- Recipes

- [Plain but not so plain~Kitchen Skills](http://Plainbutnotsoplain-KitchenSkills)

- [My Plate Resources](http://MyPlateResources)

- [Kids Health Org.](http://KidsHealthOrg)

- Pinterest

- Field Trips: More TBD

~Culinary Institute of America

- Specialty Visitors:

~Shop Rite Dietitians

~Whole Foods Demonstrators (F & N)

~Johnson and Wales (Career)

~Alumni (Career, Life Skills, Motivational, demonstrations, etc.)

- Software:

- Google Slides

- Internet

- Microsoft Word

Modifications:

- Special Education Student/504~

- o Allow errors

- o Rephrase questions, directions, and explanations

- o Allow extended time to answer

- o questions and permit drawing, as an explanation

- o Accept participation at any level,

- o even one word

- o Consult with Case Managers and follow IEP accommodations / modifications

- English Language Learners -

- o Assign a buddy, same language or

- o English speaking

- o Allow errors in speaking

- At-Risk Students~

- o Provide extended time to complete

- o tasks

- o Consult with Guidance counselors

- o and follow I&RS procedures / action plans

- o Consult with classroom teacher(s)

- o for specific behavior interventions

- o Provide rewards as necessary

- Gifted and Talented Students~

- o Provide extension activities

- o Build on students' intrinsic

- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word

motivations

- o Consult with parents to

accommodate students' interest in completing tasks at their level

of engagement

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
--------------------------	----------------------------	----------------------------------------

Midland Park Public Schools

<p>Lessons: 1 & 2</p> <p>Types of cookies intro. & six types of cookie preparations, cookie demo. and lab.</p>	<ul style="list-style-type: none"> ● Recognize the six basic classification of cookies ● Understand the function of each ingredient in cookie preparation ● Practice proper baking techniques when preparing different types of cookies ● Identify & practice using the proper equipment needed for all types of cookie preparation <p>Lesson 1:</p> <ul style="list-style-type: none"> -Hook students' interest with an entry question (What cookies do you bake at home?) to get them considering what types of cookies are available. -Introduce the essential questions and discuss the unit's overall objectives in cookies. -Cookie PowerPoint explaining the six different types of cookies. Lesson 2: -Have students watch a teacher demonstration of the preparation of drop cookies. -Students will observe proper measuring and preparation techniques during teacher demonstrations. -Teacher will show and students will observe characteristics of proper use of baking pans and cooking times while preparing cookies for the oven. -Teacher will show baking and cooling techniques of cookies in order to get desired results. 	<p>Unit determined by dynamics of class ~between 5~6 weeks</p>
<p>Lesson 3~8</p> <p>Preparations of the six types of cookie recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Recognize the six basic classification of cookies ● Understand the function of each ingredient in cookie preparation ● Practice proper baking techniques when preparing different types of cookies ● Identify & practice using the proper equipment needed for all types of cookie preparation <p>Lesson 3:</p> <ul style="list-style-type: none"> -Students will prepare the drop cookie recipe as per demonstration. -Students will use proper measuring and preparation 	

Midland Park Public Schools

techniques as shown.

-Teacher & students will evaluate the finished products' overall results according to the evaluation plan sheets.

Lesson 4:

-Students will prepare the refrigerator cookie recipe as per demonstration.

-Students will use proper measuring and preparation techniques as shown.

-Teacher & students will evaluate the finished products' overall results according to the evaluation plan sheets.

Lesson 5:

-Students will prepare the pressed cookie recipe as per demonstration.

-Students will use proper measuring and preparation techniques as shown.

-Teacher & students will evaluate the finished products' overall results according to the evaluation plan sheets.

Lesson 6:

-Students will prepare the rolled cookie recipe as per demonstration.

-Students will use proper measuring and preparation techniques as shown.

-Teacher & students will evaluate the finished products' overall results according to the evaluation plan sheets.

Lesson 7:

-Students will prepare the molded cookie recipe as per demonstration.

-Students will use proper measuring and preparation techniques as shown.

-Teacher & students will evaluate the finished products' overall results according to the evaluation plan sheets.

Lesson 8:

-Students will prepare the cut out cookie recipe as per demonstration.

-Students will use proper measuring and preparation techniques as shown.

-Teacher & students will evaluate

Midland Park Public Schools

	<p>the finished products' overall results according to the evaluation plan sheets.</p>	
<p>Lessons 9 & 10 Cookie Swap</p>	<ul style="list-style-type: none"> ● Recognize the six basic classification of cookies ● Understand the function of each ingredient in cookie preparation ● Practice proper baking techniques when preparing different types of cookies ● Identify & practice using the proper equipment needed for all types of cookie preparation <p>Lesson 9: -Students will research a cookie recipe they would like to try. -Students will write a shopping list of ingredients for their own cookies. -Students will view "Cookie Swap" to see how a cookie exchange takes place. -Kitchens will be set up for a class Cookie Swap.</p> <p>Lesson 10: -Students will make their own cookies of choice at home as per the rubric of the Cookie Swap & bring them in on due date. -Cookies will be "Swapped" and then evaluated by each student. -Teacher and students will evaluate the finished products' overall results according to the Cookie Swap response sheet.</p>	

<p>Lesson 11 Preparations of the different types of cake recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Explain why the correct proportion of ingredients is important in preparing cakes <ul style="list-style-type: none"> ● Understand the function of ingredients used in the preparation of cakes ● Distinguish the difference between shortened and unshortened cakes ● Evaluate & prepare a variety of cakes and cupcakes. <p>Lesson 11: ~Hook students' interest with an entry question, "What is your favorite cake?" to get them considering what types of cakes</p>	
----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Midland Park Public Schools

	<p>are available. ~Introduce the essential questions & discuss the units' overall objectives of cakes. ~Show the Cake Slideshow explaining the types of cakes (Shortened or butter, chiffon, foam or sponge, and explain why cupcakes are so versatile.</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lessons 12~15 Preparations of the different types of cake recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Explain why the correct proportion of ingredients is important in preparing cakes <ul style="list-style-type: none"> ● Understand the function of ingredients used in the preparation of cakes ● Distinguish the difference between shortened and unshortened cakes ● Evaluate & prepare a variety Lesson 12: ~Students will prepare a variety of shortened or butter cakes by following the recipes & lab procedures. ~Teacher & students will evaluate the finished products' overall results according to the lab plan evaluation sheet. Lesson 13: ~Students will prepare a variety of chiffon cakes by following the recipes & lab procedures. ~Teacher & students will evaluate the finished products' overall results according to the lab plan evaluation sheet. Lesson 14: ~Students will prepare a variety of foam or sponge cakes by following the recipes & lab procedures. ~Teacher & students will evaluate the finished products' overall results according to the lab plan evaluation sheet. Lesson 15: ~Students will prepare a variety of cupcakes by following the recipes & lab procedures. ~Teacher & students will evaluate the finished products' overall results according to the lab plan evaluation sheet. 	
<p>Nutrition Lesson~ Integrate</p>	<p>Ongoing throughout: - Research on the internet healthier choice substitutes for</p>	

Midland Park Public Schools

<p>through entire course</p>	<p>foods that are classed as snacks. ~Create a personal cookbook</p>	
------------------------------	--------------------------------------------------------------------------	--

ADDITIONAL RESOURCES

Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment
- Real World Experiences- discussion of how the food industry has changed over the years.
 - Includes TV' s role in expanding people's exposure to famous chef's
 - How this can impact a career in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> ● Provide a variety of options for perception ● Provide a variety of options for language and symbols ● Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> ● Provide a variety of options for physical action ● Provide a variety of options for expressive skills and fluency ● Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> ● Provide a variety of options to recruit interest ● Provide a variety of options for sustaining effort & persistence ● Provide a variety of options for self-regulations
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*UDL

UNIT 4 OVERVIEW~Pastry & Choux Pastry

Content Area:

- Demonstration of different types of pie crusts~crumb crust, one crust, double-crust, and all-ready prepared crusts
- Advantages vs. disadvantages of convenience foods
- Student preparation of pies to reinforce the demonstrations
- Student preparation of choux pastry to reinforce the demonstrations ● Pastries can be versatile, nutritious, flavorful additions to meals.
- There are differences in the methods of preparing pastries.
- Consumption and moderation is important for healthy nutritional goals.

Unit Title: Pastry & Choux Pastry

Grade Level: 9th~12th

Unit Summary: As society becomes more health conscious and global, pastries may not be included in an average diet. Pastries have always been a decadent way to exemplify desserts. In the 21st Century, pastries can be transformed into portable small meals and mini desserts. Throughout the years, pastries have become popular with their savory varieties as well as their sweet treats. Besides from getting the satisfaction of making a beautiful pastry, students will be able to develop their own style of pastry-making while learning all of the basics of pastries & choux pastries.

Transfer: Students transferring knowledge from Baking Essentials class might recognize that there are better choices when baking different pastries. Packaged, processed, all ready prepared pastry doughs may contain ingredients that are unnecessary in the diet. Preparing homemade pastries are fun to do, less expensive, and are just as easy as buying ready-to-eat versions from the food stores and specialty bakeries.

UnitLEARNING TARGETS/STANDARDS

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards Career Readiness, Life Literacies, & Key Skills	
8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4	Identify the steps in the design process that would be used to solve a

Midland Park Public Schools

	designated problem.
8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.

21st Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills

9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using technology

Educational Reading Standards

NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Interdisciplinary Connections:

- Connect with Mathematics as “kitchen math” is introduced
 - Use of prior knowledge of fractions to understand the typical tools of measuring ingredients
- Connect with Science as “food science” is introduced
 - Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented
 - Connect with functions of ingredients and how they affect the outcome of a recipe.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the function of the basic ingredients used in pastry & choux pastry? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The term “pastry” refers to a large variety of baked crusts made from
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

Midland Park Public Schools

<ul style="list-style-type: none"> ● How do temperature & weather affect pastry preparation? ● How do the types of pastry differ? ● What are the different types of pie fillings & how do they differ? ● How is a crumb crust prepared? What are examples of pies made with crumb crusts? ● How is one crust prepared? What are examples of pies made with one crust? ● How is a two crust prepared? What are examples of pies made with two crust? ● How is a cream filling different from a custard filling? ● What ingredients can be used as thickeners for pastry fillings? ● What is the difference between a pie & a tart? ● How are tarts so versatile? ● How does “over-mixing” or “over-handling” as pie crust affect the final product? ● Why are cream puffs so versatile? 	<p>doughs rich in fat.</p> <ul style="list-style-type: none"> ● Pastries include cream puffs & puff pastries. ● Danish & French pastries, yeast & cake type sweet rolls as well as pies are other types of pastries. ● The main contribution of pastry & choux pastry is their high caloric value; therefore, they should be consumed sparingly. ● For a busy consumer, convenience forms of ready-to-eat & frozen pastries/pastry doughs are available which saves time & effort.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Learning Targets/Objectives:

Students will...

- Understand the functions of the basic ingredients used in pastry
- Describe the advantages & disadvantages of convenience food.
- Explain how to handle pastry dough to prevent toughness.
- Differentiate between a convenience food & a homemade product.
- Demonstrate how to prepare a variety of pies.
- Identify the function of each ingredient used in the preparation of choux/puff pastry. • Demonstrate how to prepare choux/puff pastry.
- Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried).

EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- One Crust Pies
- Double-Crust Pies
- Crumb Crust Pies
- Convenience Pies
- Cream Puffs & other Pastries (Ex. Doughnuts)
- Pie Swap

*Recipes subject to change~determined by season & dynamics of students in class.

Summative/Benchmark Assessment(s):

- Kitchen Lab experience
- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Food & Nutrition online games
- Healthy substitutions within recipes

Resources/Materials :

- Student Resources (i.e., textbooks, related books):
- Lagen and Bence, Guide to Good Food, Tinley Park, Illinois. Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencole, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988

- Videos –TBD
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
- [Food Safety.gov](#)
- [Universal Design for Learning](#)
- [Fight Bac](#)
- [Recipes](#)
- [Plain but not so plain~Kitchen Skills](#)
- [My Plate Resources](#)
- [Kids Health Org.](#)
- [Pinterest](#)
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
 - ~Shop Rite Dietitians
 - ~Whole Foods Demonstrators (F & N)
 - ~Johnson and Wales (Career)
 - ~Alumni (Career, Life Skills, Motivational, Demonstrations, etc.)
- Software:
 - Google Slides
 - Internet
 - Microsoft Word

Modifications:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Special Education Student/504~ <ul style="list-style-type: none"> o Allow errors o Rephrase questions, directions, and explanations o Allow extended time to answer questions and permit drawing, as an explanation o Accept participation at any level, even one word o Consult with Case Manages and follow IEP accommodations / modifications ● English Language Learners - <ul style="list-style-type: none"> o Assign a buddy, same language or English speaking o Allow errors in speaking o Rephrase questions, directions, and | <ul style="list-style-type: none"> ● At-Risk Students~ <ul style="list-style-type: none"> o Provide extended time to complete tasks o Consult with Guidance counselors and follow I&RS procedures / action plans o Consult with classroom teacher(s) for specific behavior interventions o Provide rewards as necessary ● Gifted and Talented Students~ <ul style="list-style-type: none"> o Provide extension activities o Build on students' intrinsic motivations o Consult with parents to |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p>explanations</p> <p>o Allow extended time to answer</p> <p>questions</p> <p>o Accept participation at any level, even one word</p>	<p>accommodate students' interest</p> <p>in completing tasks at their level of engagement</p>
---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:

Midland Park Public Schools

<p>Lesson 1 Intro. of Pastry & Choux Pastry Preparations of the different types of pastry/ choux pastry recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Understand the functions of the basic ingredients used in pastry ● Describe the advantages & disadvantages of convenience food. ● Explain how to handle pastry dough to prevent toughness. ● Differentiate between a convenience food & a homemade product. ● Demonstrate how to prepare a variety of pies. <ul style="list-style-type: none"> ● Identify the function of each ingredient used in the preparation of choux/puff pastry. ● Demonstrate how to prepare choux/puff pastry. ● Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried). <p>Lesson 1: -Hook students' interest with an entry question (What is your favorite pie?) to get them considering what kinds of cereal pastries and pies are possible. -Introduce the essential questions and discuss the unit's overall objectives in pastry. -Show Pastry/Choux Pastry Slideshow explaining the types of pastries specifically focusing on the different pie fillings (cream, custard, fruit, & savory) and pie crusts (one crust, two crust, and crumb crust).</p>	<p>Unit determined by dynamics of class ~between 5~6 weeks</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------

<p>Lesson 2 Preparations of pastry dough recipes, correct measuring techniques, effect of external forces, proper finishing techniques, evaluation of the final product &</p>	<ul style="list-style-type: none"> ● Understand the functions of the basic ingredients used in pastry ● Describe the advantages & disadvantages of convenience food. ● Explain how to handle pastry dough to prevent toughness. ● Differentiate between a convenience food & a homemade product. ● Demonstrate how to prepare a variety of pies. <ul style="list-style-type: none"> ● Identify the function of each ingredient used in the preparation of choux/puff pastry. ● Demonstrate how to prepare 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Midland Park Public Schools

<p>overall results.</p>	<p>choux/puff pastry.</p> <ul style="list-style-type: none"> ● Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried). <p>Lesson 2:</p> <p>-Students will watch the teacher demonstrate preparation of pastry dough.</p> <p>~Students will observe the proper measuring & preparation techniques during teacher demonstration.</p> <p>~Teacher will show & students will observe how the weather & temperature as well as over mixing affects pastry dough preparation and overall result. ~Teacher will show baking & cooling techniques of pastry dough in order to get desired results.</p>	
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lessons 3~6 Preparations of the different types of pastry/ choux pastry recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Understand the functions of the basic ingredients used in pastry ● Describe the advantages & disadvantages of convenience food. ● Explain how to handle pastry dough to prevent toughness. ● Differentiate between a convenience food & a homemade product. ● Demonstrate how to prepare a variety of pies. <ul style="list-style-type: none"> ● Identify the function of each ingredient used in the preparation of choux/puff pastry. ● Demonstrate how to prepare choux/puff pastry. ● Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried). <p>Lesson 3: ~Students will prepare the same recipe as the teacher demonstrated in the lab. ~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets. Lesson 4: ~Students will prepare crumb crust pies by following the recipes & lab procedures..</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets. Lesson 5:</p> <p>~Students will prepare one crust pies by following recipes & lab procedures..</p> <p>~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets. Lesson 6:</p> <p>~Students will prepare convenience pies by following recipes & lab procedures.</p> <p>~Students will distinguish what the pros & cons are of using a convenience food and evaluate the results based on previous baking experience of pies.</p> <p>~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets.</p>	
<p>Lesson 7 Preparations of the different types of pastry/ choux pastry recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Understand the functions of the basic ingredients ● used in pastry <ul style="list-style-type: none"> ● Describe the advantages & disadvantages of convenience food. ● Explain how to handle pastry dough to prevent toughness. <ul style="list-style-type: none"> ● Differentiate between a convenience food & a homemade product. ● Demonstrate how to prepare a variety of pies. ● Identify the function of each ingredient used in the preparation of choux/puff pastry. ● Demonstrate how to prepare choux/puff pastry. ● Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried). <p>Lesson 7:</p> <p>~Students will prepare a choux pastry (cream puff) by following recipes & lab procedures..</p> <p>~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets.</p>	

Midland Park Public Schools

<p>Lesson 8 Pie swap lab of the different types of pastry/ choux pastry recipes, evaluation of the final product & overall results.</p>	<ul style="list-style-type: none"> ● Understand the functions of the basic ingredients used in pastry ● Describe the advantages & disadvantages of convenience food. ● Explain how to handle pastry dough to prevent toughness. ● Differentiate between a convenience food & a homemade product. ● Demonstrate how to prepare a variety of pies. <ul style="list-style-type: none"> ● Identify the function of each ingredient used in the preparation of choux/puff pastry. ● Demonstrate how to prepare choux/puff pastry. ● Explain & demonstrate how a doughnut can be prepared in a healthier way (baked vs. fried). <p>Lesson 8: ~Students will prepare a choice of pastry recipes in class for the class pastry swap lab by researching recipes & following lab procedures.. ~Teacher & students will evaluate the finished products' overall results according to the Lab Plan evaluation sheets.</p>	
<p>Lesson 9 Nutrition Lesson~ Integrate through entire course</p>	<p>- Research on the internet healthier choice substitutes for foods that are classed as pastries. ~Continue personal cookbooks with a focus on nutrition.</p>	

ADDITIONAL RESOURCES

Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment
- Real World Experiences- discussion of how the food industry has changed over the years.
 - Includes TV' s role in expanding people's exposure to famous chef's
 - How this can impact a career in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> • Provide a variety of options for perception • Provide a variety of options for language and symbols • Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> • Provide a variety of options for physical action • Provide a variety of options for expressive skills and fluency • Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> • Provide a variety of options to recruit interest • Provide a variety of options for sustaining effort & persistence • Provide a variety of options for self-regulations
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*UDL

<p>DIVERSITY & EQUITY INCLUSION</p>
<p>Content Area:</p> <ul style="list-style-type: none"> • To highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. • To examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and • To encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
<p>Unit Title: Diversity & Equity Inclusion</p>
<p>Grade Level: 9th~12th</p>
<p>Integrative Summary:</p> <p>LGBTQ~ Students will learn to be tolerant and respectful of others despite their differences. They will “meet” and learn about various famous chefs/cooks/ bakers who are “out” in the LBGTQ Community. There are some who have very successful restaurants and are culinary artists in their field. In addition, students will read about such famous chefs/cooks and see examples of other food & nutrition, baking, and other related careers.</p> <p>AAPI (Asian American & Pacific Islander)~ Students will learn about chefs/cooks/ bakers/culinary artists who have come from or whose parents came from the Asian and Pacific Islands. In addition, we will explore foods from these continents/countries and look for ways to celebrate their heritage. May is Asian~American/Pacific~American Heritage month, so we will explore their culture, food, and traditions that includes their culture and news about their history. There will be activities to further research independently and cooperatively, too.</p> <p>Transfer: Students can understand that there are differences among all of us. These differences do not make anyone less of a person and they deserve complete respect.</p>
<p>UnitLEARNING TARGETS/STANDARDS #</p>
<p>Standards (Content and Technology):</p>

CPI#:	Statement:
NJSLS Standards Career Readiness, Life Literacies, & Key Skills	
8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4	Identify the steps in the design process that would be used to solve a

Midland Park Public Schools

	designated problem.
8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.

21st Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills

9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using

Educational Reading Standards	
NJLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Connect with Mathematics as “kitchen math” is introduced <ul style="list-style-type: none"> ○ Use of prior knowledge of fractions to understand the typical tools of measuring ingredients ● Connect with Science as “food science” is introduced <ul style="list-style-type: none"> ○ Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented ○ Connect with functions of ingredients and how they affect the outcome of a recipe. 	
Intercultural, Diversity, Equity & Inclusion Integration: >>Lessons within the curriculum will include Amistad, Holocaust, LGBTQ, Handicapped, & AAPI ○ CASEL Standards to incorporate social, emotional, & learning styles	

Unit Essential Question(s):	Unit Enduring Understandings:
------------------------------------	--------------------------------------

Midland Park Public Schools

<ul style="list-style-type: none"> ● What are some differences among one another? ● Do having differences make more or less of a person? ● What does it mean to be tolerant? ● Would you want to belong even though you had some differences? ● Does the way a person looks define who they are inside? ● Despite differences of religious, political, or gender-role views, does that make a person unworthy of respect? <ul style="list-style-type: none"> ● Why is it important to be kind to others with disabilities or differences? ● Does it make a person different when they come from a different culture/country? 	<ul style="list-style-type: none"> ● Treating others with respect and tolerance is important in real life. ● Understanding that despite differences, people are all the same inside. ● Going above and beyond to be a friend to others makes a big difference in one's life.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● Understand the importance of developing diversity among one another ● Developing collaboration with peers to learn equity, inclusion, tolerance, & belonging ● Distinguish between the types of genders and sexual orientations ● Know how to treat others with disabilities, different religious beliefs, and different socioeconomic situations. ● Recognize unconscious bias and to take actions to prevent it.

EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Classroom behavior with others
- Personal stories that are relevant

Summative/Benchmark Assessment(s):

- Tests
- Projects

Alternative Assessments:

- Tolerance & Inclusive online games
- History reports on a famous person to include the diversity theme

Resources/Materials :

Websites:

<https://spectrumnews1.com/ca/la-west/human-interest/2019/04/09/new-los-angeles-lgbt-center-campus-to-include-culinary-arts-program>

<https://www.thetravel.com/best-asian-pacific-island-foods/>

<https://www.washingtonpost.com/food/interactive/2021/asian-pacific-heritage-month-comfort-food/> Videos –TBD

Teacher Resources (i.e., textbooks, related books):

~Books to be taken out of the library and used at various units

Field Trips: More TBD

Specialty Visitors:

~Shop Rite Dietitians**

~Whole Foods Demonstrators (F & N) **

~Johnson and Wales (Career)**

~Alumni (Career, Life Skills, Motivational, Demonstrations, etc.)**

**those with any of the described above situations

Software:

*Google Slides

*Internet

*Microsoft Word

Modifications:

Midland Park Public Schools

- Special Education Student/504~

- o Allow errors
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions and permit drawing, as an explanation
- o Accept participation at any level, even one word
- o Consult with Case Managers and follow IEP accommodations / modifications

- English Language Learners -

- o Assign a buddy, same language or English speaking
- o Allow errors in speaking
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word

- At-Risk Students~

- o Provide extended time to complete tasks
- o Consult with Guidance counselors and follow I&RS procedures / action plans
- o Consult with classroom teacher(s) for specific behavior interventions
- o Provide rewards as necessary

- Gifted and Talented Students~

- o Provide extension activities
- o Build on students' intrinsic motivations
- o Consult with parents to accommodate students' interest in completing tasks at their level of engagement

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
-------------------	---------------------	---------------------------------

<p>Diversity & Equity Inclusion~ LGBTQ community</p>	<ul style="list-style-type: none"> • understand the importance of Diversity & Equity Inclusion within the LGBTQ community • distinguish between types of careers and success people from the LGBTQ community have accomplished • utilize the ways to accept & welcome members of the LGBTQ community <p>-Hook students' interest with a picture of a famous LGBTQ chef. Show how they have met hardships and roadblocks due to their gender difference.</p>	<p>Lessons to be integrated throughout the course will depend on the month, season, and type of food we are studying at the moment.</p>
<p>Diversity & Equity Inclusion~ Asian American & Pacific Islander community</p>	<ul style="list-style-type: none"> • understand the importance of Diversity & Equity Inclusion within the Asian American & Pacific Islander community • distinguish between types of careers and success people from the LGBTQ community have accomplished • utilize the ways to accept & welcome members of the Asian American & Pacific Islander community 	

Midland Park Public Schools

	<p>-Hook students' interest with a picture of a famous Asian American & Pacific Islander chef. Show how they have met hardships and roadblocks due to their cultural differences.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

ADDITIONAL RESOURCES

Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them to work with others' who may be different from them.
- Real World Experiences- discussion of how the food industry has changed over the years within our culture, the LGBTQ community, and the Asian-Pacific Islander community.
 - Includes TV' s role in expanding people's exposure to famous chef's in the LGBTQ community, and the Asian-Pacific Islander community.
 - How this can impact how we view others in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> ● Provide a variety of options for perception ● Provide a variety of options for language and symbols ● Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> ● Provide a variety of options for physical action ● Provide a variety of options for expressive skills and fluency ● Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> ● Provide a variety of options to recruit interest ● Provide a variety of options for sustaining effort & persistence ● Provide a variety of options for self-regulations
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*UDL