

Subject: Food & Nutrition

High School~Elective

Prepared by:

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Superintendent of Schools:

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**Approved by the Midland Park Board of Education on
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HS Food & Nutrition Curriculum Overview:

High School Food & Nutrition is taught in five units throughout one semester (20 weeks). This curriculum is a hands-on comprehensive understanding of the skills and procedures in the kitchen. Students will develop such practices in safety & sanitation, establishing healthy habits, and proper use of equipment will help to prevent accidents in the kitchen. Measuring, cooking terms, and use of equipment will expand throughout the course. Recipes will be introduced and cooking techniques will be presented & practiced. The cooperative kitchen lab setting will teach time management skills and tasks when preparing food and career skills such as learning to work with others in a group setting. Throughout the cooking experience, healthy eating, moderation, and nutrition will be expanded. In addition, 21st Century skills will be developed. Food related careers and an introduction of various occupations will be studied.

The first disciplinary core idea discussed in Unit 1, Food Lab Essentials is necessary for students to learn kitchen safety & food safety. Before entering the kitchen lab, students will learn kitchen safety and sanitation, prevention of food poisoning, how to accurately measure and units of measurement, abbreviations, reading a recipe, conversions, and equivalents. All these skills are necessary to have a successful product. Cooperation within a group setting is key to further enhance skills needed to become an autonomous adult. To form the cooperative groups, the teacher observes students and will form them 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 & Cookies in Unit 2. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking independently on their own. 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 & cookies are just as easy as 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 cooking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the quick bread, yeast bread, & cookie experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

Students transferring knowledge from the Lab Essentials and the Quick Bread/Yeast Bread Units will begin to recognize that there are even tastier/healthier options when incorporating vegetables & fruit in their diets. Students will be introduced to a variety of fruits & vegetables, and explore how fruits & vegetables are classified by the part of the plant and how to enjoy them in a recipe. In addition, students will learn how seasons play a role in the quality, supply, & price of fruits and vegetables. They will notice how fruits & vegetables can be purchased either fresh, frozen, canned, or dried for the optimal usage of them. In this unit, preparation of vegetables and fruits will be shown which will include, steaming, baking, poaching, & roasting.

Similarly to the quick bread/yeast bread unit, packaged, processed, all-ready prepared fruits and vegetables may contain ingredients that are unnecessary in the diet. In Unit 3, preparing homemade recipes with the most natural form of fruits and vegetables will substantiate students' skills and procedures in the Food & Nutrition course and incorporate new skills such as reading labels and identifying hidden sugars. Measuring, cooking terms, and use of equipment will continue to be reinforced throughout the course. Recipes will be more advanced and cooking techniques will be

enhanced. Continually, the cooperative kitchen lab setting will reinforce time management skills and tasks. Throughout the vegetable and fruits unit, nutrition will continue to be streamlined in. 21st Century skills will also continue and further exploration of food related careers such as farming, organics, and food preservation.

Correspondingly to Units 1~3, all skills and procedures will be adhered to and continue to progress at a more challenging level. In Unit 4, Cereal and Grain products will be introduced,
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compared, and used in recipes that students can develop according to their own tastes and preferences. Common misconceptions of cereals and grain products can affect students' eating habits and thus will be explored. Students will learn and experience that there are nutritious, appetizing, and quick ways to enjoy cereal and grains as part of a nutritious lifestyle. Students will learn that carbohydrates are not "bad" for one's health and pasta is not fattening. In addition, students will see that some fat in the diet is important for the body's functioning. Students will also determine that whole cereal/grain products can taste good, and are easy and quick to prepare. Consequently, cereals and grain products are a good source of energy.

Finally, as in the former units, all practices and procedures are continued to be observed and followed. As the semester closes with Unit 5, dairy will be the primary focus. Dairy is an important part of a healthy, nutritious diet. It is essential for the growth and development of bones and provides essential vitamins and minerals. Students will demonstrate how to select and prepare milk and milk products, identify a standard serving size for milk and milk products, explain terms associated with milk and milk products and practice how to use and care for these dairy foods. Also, students will learn alternate types of dairy products and how to incorporate them in a recipe for good nutrition.

A guided hands~on program, problem-based learning experiences and food and nutrition 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, NJSLSA, STEM).

2. Become lifelong learners and autonomous individuals which include the following:

- 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 3~4 weeks

Unit 2: Quick Breads, Yeast Breads & Cookies 5~6 weeks

Unit 3: Fruits and Vegetables 3~4 weeks

Unit 4: Cereal/Grain Products 3~4 weeks

Unit 5: Dairy 3~4 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: None, this is a preliminary course.
This will be a precursor to elective courses.**

**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

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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 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

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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	
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...

- Determine and practice good safety habits.
- Name and explain uses for equipment in the lab.

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- Develop a Time/Work Schedule for recipe preparation.
- 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 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
- 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, 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.
- 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
- At-Risk Students~
 - o Provide extended time to complete tasks
 - o Consult with Guidance counselors and follow I&RS procedures / action plans

- 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

- 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 (day(s) to complete)
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<p>Lessons 1~3 Safety and accident prevention in the foods lab</p>	<ul style="list-style-type: none"> ● Determine good safety habits ● Practice accident prevention ● Identify common foodborne illnesses and their prevention in food preparation. <p>Lesson 1:</p> <ul style="list-style-type: none"> -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. -Introduce the essential questions and discuss unit's overall objectives in kitchen safety. -Have students take home safety contract and return with parent/guardian signature. -Review the content within the safety contract with Students. <p>Lesson 2:</p> <ul style="list-style-type: none"> -Present safety in the food lab content and identify preventative instruments (fire extinguisher, emergency stop button, fire blanket, and fire drill procedures) within the 	<p>Unit determined by dynamics of class~between 3 & 4 weeks.</p>
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	<p>kitchen.</p> <ul style="list-style-type: none"> -Present expected behavior in the foods lab and discuss horseplay, proper hygiene, and appropriate clothing in the food lab. <p>Lesson 3:</p> <ul style="list-style-type: none"> -Present food safety content and ways to prevent foodborne illness. -Present 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 poster. -Give quizzes on safety and sanitation in the food lab. 	
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<p>Lesson 4 Small and large kitchen tools; their uses, & the cooking terms for each given tool.</p>	<ul style="list-style-type: none"> ● Name and explain uses for equipment in the lab. ● Identify cooking term 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. -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. ● 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. -Present recipe abbreviations & common food equivalents~ discuss the video, "Kitchen Math Measuring." -Have students complete worksheets tied into recipe abbreviations and common food equivalents. -Teacher Demonstration on measuring techniques. -Give 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. -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>Lesson 9 Nutrition~ Integrate through entire course</p>	<p>Lesson 9: - 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
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UNIT 2 OVERVIEW~Quick Breads, Yeast Breads, & Cookies

Content Area:

- 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.
- Introduction to cookies and the six types, each with unique preparation skills. ● Preheating the oven, accurate measurements, preparing pan, are all important to successful cookie baking.
- Each ingredient serves a specific function in the cookie recipe.
- Consumption and moderation is important for healthy nutritional goals.

Unit Title: Quick Breads, Yeast Breads, & Cookies

Grade Level: 9th~12th

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, & cookie 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... 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.

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.

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.

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.

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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.
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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:

- 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): Quick Breads & Yeast Breads:</p> <ul style="list-style-type: none"> ● -How do the two basic mixing methods differ? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The two basic mixing methods are muffin and biscuit which result in different appearances and textures.
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<ul style="list-style-type: none"> ● -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 preparation? ● -What is the difference between the quick mix method vs. the conventional method? ● -What are some advantages of the quick mix method? <p>Cookies:</p> <ul style="list-style-type: none"> ● How are cookies classified and prepared? ● What techniques are required to produce successful results? ● How does each of the basic ingredients function in cookie preparation? ● What is the nutritional contribution of cookies? 	<ul style="list-style-type: none"> ● Each ingredient in baked products has specific functions. Ex: flour provides structure to quick breads. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● Quick breads and yeast breads are leavened with different ingredients. ● Quick breads use quick-acting leavening 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, sweets such as cookies can have a place in the diet. By using natural, whole ingredients you can feel satisfied as opposed to consuming processed, packaged cookies that contain many artificial ingredients.
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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.

Cookies:

- 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.

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

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.

Summative/Benchmark Assessment(s):

- 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, 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](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

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- 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:

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- 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>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 Quick Bread Study Guide.</p> <p>Lesson 2: -Have students watch the teacher demonstrate the preparation of a quick bread (muffin).</p>	<p>Unit determined by dynamics of class ~between 5~6 weeks</p>
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	<p>-Students will observe proper measuring and preparation techniques during teacher demonstration. -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>	
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<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 demonstration. -Teacher will show and students will observe characteristics of a properly prepared biscuit.</p>	
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	<p>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>	
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<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. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <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.</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.</p>	

	<p>-Introduce the essential questions and discuss the unit's overall objectives in quick breads. Lesson 10:</p> <p>-Have students watch the teacher demonstrate the preparation of a quick bread (loaf bread).</p> <p>-Students will observe proper measuring and preparation techniques during teacher demonstration.</p> <p>-Teacher will show and students will observe characteristics of a properly prepared loaf of bread. Lesson 11:</p> <p>-Students will prepare the same recipe as the teacher demonstrated in the lab.</p> <p>-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 labs.</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 12:</p> <p>-Students will prepare a second loaf bread recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 13:</p> <p>-Students will prepare recipes by steam as a leavening agent following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lessons 14~16 Quick bread/ Yeast 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. 	

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<p>comparison, difference between varied leavened breads, demo & yeast bread lab.</p>	<ul style="list-style-type: none"> ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 14:</p> <ul style="list-style-type: none"> -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>Lesson 15:</p> <ul style="list-style-type: none"> -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>Lesson 16:</p> <ul style="list-style-type: none"> -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>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:</p> <ul style="list-style-type: none"> -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. 	

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	<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>Lessons 20 & 21 Types of cookies intro. & six types of cookie preparations, cookie demo. and 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 20: -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 21: -Have students watch a teacher demonstration of the preparation of drop cookies. -Students will observe proper measuring and preparation techniques during teacher demonstration. -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>	

Lessons 22~27 Various	• Differentiate between the types of dough's or batters produced.	
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<p>kinds of cookies & baking each of the six types.</p>	<ul style="list-style-type: none"> ● 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 22: -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 23: -Students will prepare a second cookie 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>Lesson 24: -Students will prepare a third cookie 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>Lesson 25: -Students will prepare a fourth cookie 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>Lesson 26: -Students will prepare a fifth cookie 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>Lesson 27: -Students will prepare cookies at home for our cookie swap lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~</p>	<p>Lesson 9: - Research on the internet</p>	

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Integrate through entire course	healthier choice substitutes for foods that are classed as snacks. ~Create a personal cookbook	
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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> <p>Provide a variety of options for physical action</p> <ul style="list-style-type: none"> ● 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
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UNIT 3 OVERVIEW~Fruits & Vegetables
<p>Content Area:</p> <ul style="list-style-type: none"> ● Introduction to fruits and vegetables. ● Fruits and vegetables are classified by the part of the plant. ● Fruits and vegetables are an excellent source of vitamins, minerals and fiber and contribute to good health. ● Seasons play a role in the quality and supply of fruits and vegetables. They can be purchased either fresh, frozen, canned or dried. ● Vegetables and fruits can be prepared by steaming, baking, poaching, roasting. ● Each fruit & vegetable serves a specific purpose in this unit's recipe. ● Consumption and moderation is important for healthy nutritional goals.
<p>Unit Title: Fruits & Vegetables</p>
<p>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 Quick bread, yeast bread, & cookie 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... 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.

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.

Transfer: After school snacking is a place where students tend to make unhealthy choices. Students transferring knowledge from Foods and Nutrition class might recognize that there are better choices when looking for a quick snack such as an energy bar with high nutrient content as opposed to high sugar and fat or fresh fruit as opposed to packaged chips.

UnitLEARNING TARGETS/STANDARDS #

Standards (Content and Technology):

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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
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: <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. 	

Unit Essential Question(s):

- How are vegetables and fruits classified? ● What nutrients are supplied by vegetables and fruits?
- Why are they important in the diet? ● How should vegetables and fruits be purchased and stored?
- How can vegetables and fruits be prepared and served?
- What are the different knives used in preparation of vegetables and fruits? ● How are knives used safely in the kitchen? ● How can one determine the amounts of sugar in a processed vegetable/fruit item?

Unit Enduring Understandings:

- We want to live long, healthy lives that we can enjoy.
- Eating healthy includes nutritious fruits and vegetables.
- The information on nutrients in fruits and vegetables is constantly changing and is challenging in ways to prepare and incorporate in a diet.
- Being able to select, purchase and store fruits and vegetables and having preparation techniques is essential to living a healthy lifestyle.
- Canned or frozen fruits and vegetables are as nutritious as fresh.
- Organic fruits and vegetables are the only healthy option.
- Since fruits contain sugar, one should know the content and/or check the label.

Unit Learning Targets/Objectives:*Students will...*

- distinguish between the classification of vegetables.
- identify and understand the nutrients present in fruits and vegetables and their functions.
- explain the purchasing and storing of fresh vegetables and fruits.
- recognize the amount necessary that constitutes one serving of a vegetable or fruit. ● identify and practice using equipment needed for vegetable or fruit preparation. ● creatively use vegetables or fruit in different food preparations.

EVIDENCE OF LEARNING**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

-Vegetable Brochure including one home preparation of a recipe selected within the brochure.

-Stir Fry/Chow Mein Lab*

-Burrito Lab*

-Fruit Crisp Lab*

-Baked Apple Lab*

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

Summative/Benchmark Assessment(s):

- 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, 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

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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:

- 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
 - o Allow errors in speaking
- Gifted and Talented Students~
 - o Provide extension activities
 - o Build on students' intrinsic motivations
 - o Consult with parents to

o Rephrase questions, directions, and

accommodate students' interest

explanations

o Allow extended time to answer

in completing tasks at their level
of engagement

questions

o Accept participation at any level,
even one word

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
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Lesson 1 Intro. of vegetables	<ul style="list-style-type: none">• distinguish between the classification of vegetables.• identify and understand the nutrients present in vegetables and their functions.• explain the purchasing and storing of fresh vegetables.• recognize the amount necessary that constitutes one serving of a vegetable. <p>-Hook students' interest with an entry question (What is your favorite vegetable?) to get them considering what kinds of vegetables are available.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in vegetables.</p> <p>-Vegetable PowerPoint and students will complete the Vegetable Study Guide.</p>	Unit determined by dynamics of class ~between 3~4 weeks
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<p>Lesson 2 Viewing, knife skills, and use of vegetables</p>	<ul style="list-style-type: none"> ● distinguish between the classification of vegetables. ● identify and understand the nutrients present in vegetables and their functions. ● explain the purchasing and storing of fresh vegetables. ● recognize the amount necessary that constitutes one serving of a vegetable. <p>-Have students watch the teacher demonstrate the preparation of vegetables using knife skills while preparing a stir fry.</p> <p>-Students will observe proper measuring and preparation techniques during teacher demonstration.</p> <p>-Teacher will show and students will observe characteristics of proper use of knives while preparing vegetables for a stir fry.</p> <p>-Teacher will show cooking techniques of vegetables and how cooking times play an important role in vegetable preparation.</p>	
<p>Lesson 3 Vegetable compari- son and using</p>	<ul style="list-style-type: none"> ● distinguish between the classification of vegetables. ● identify and understand the nutrients present in vegetables and their 	

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<p>vegetables in a recipe.</p>	<p>functions.</p> <ul style="list-style-type: none"> ● explain the purchasing and storing of fresh vegetables. ● recognize the amount necessary that constitutes one serving of a vegetable. <p>-Students will prepare the same recipe as the teacher demonstrated in the previous lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
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<p>Lesson 4 Vegetable comparison and using vegetables in a recipe.</p>	<ul style="list-style-type: none"> ● distinguish between the classification of vegetables. ● identify and understand the nutrients present in vegetables and their functions. ● explain the purchasing and storing of fresh vegetables. ● recognize the amount necessary that constitutes one serving of a vegetable. <p>-Students will prepare a second vegetable recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 5 Viewing, knife skills, and use of fruits in a recipe.</p>	<ul style="list-style-type: none"> ● distinguish between the classification of fruits. ● identify and understand the nutrients present in fruits and their functions. ● explain the purchasing and storing of fresh fruits. ● recognize the amount necessary that constitutes one serving of a fruit. ● identify and practice using equipment needed for fruit preparation. ● creatively use fruit in different food preparations. <p>-Hook students' interest with an entry question (What kinds of fruits are available this time of year?) to get them considering the differences in seasonal fruit availability.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in fruit.</p>	
<p>Lesson 6</p>	<ul style="list-style-type: none"> ● distinguish between the 	

<p>Fruit comparison and using fruit in a recipe.</p>	<p>classification of fruits.</p> <ul style="list-style-type: none"> ● identify and understand the nutrients present in fruits and their functions. ● explain the purchasing and storing of fresh fruits. ● recognize the amount necessary that constitutes one serving of a fruit. ● identify and practice using equipment needed for fruit preparation. ● creatively use fruit in different food preparations. -Have students watch the teacher demonstration of the preparation methods for a variety of fruits. <p>-Students will observe proper measuring and preparation techniques during teacher demonstrations.</p> <p>-Teacher will show and students will observe characteristics of properly prepared fruits.</p>	
<p>Lesson 7 Fruit comparison and using fruit in a recipe.</p>	<ul style="list-style-type: none"> ● distinguish between the classification of fruits. ● identify and understand the nutrients present in fruits and their functions. ● explain the purchasing and storing of fresh fruits. ● recognize the amount necessary that constitutes one serving of a fruit. ● identify and practice using equipment needed for fruit preparation. ● creatively use fruit in different food preparations. <p>-Students will prepare the same recipe as the teacher demonstrated in the lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 8 Fruit comparison and using fruit in a recipe.</p>	<ul style="list-style-type: none"> ● distinguish between the classification of fruits. ● identify and understand the nutrients present in fruits and their functions. ● explain the purchasing and storing of fresh fruits. ● recognize the amount necessary that constitutes one serving of a fruit. 	

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	<ul style="list-style-type: none"> ● identify and practice using equipment needed for fruit preparation. ● creatively use fruit in different food preparations. <p>-Students will prepare a second fruit recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</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 snacks.</p> <p>~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> <p>● Provide a variety of options for physical action</p> <ul style="list-style-type: none"> ● 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
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UNIT 4 OVERVIEW~Cereal and Grain Products

Content Area:

- Cereals/Grains are a versatile, nutritious, flavorful addition to meals. ● Cereals/Grains provide many nutrients.
- There are many grains used around the world.
- Buying whole grain products versus processed grains is a nutritional advantage. ● All grains are not stored the same, some are best refrigerated and some are best at room temperature.
- There are many convenience forms of grains which makes cooking methods and times quicker.
- There are differences in the methods of preparing rice and pasta.
- Students need to understand the myths about cereals and grains.
- Consumption and moderation is important for healthy nutritional goals.

Unit Title: Cereal and Grain Products**Grade Level: 9th~12th****Midland Park Public Schools**

Unit Summary: As society becomes more health conscious and global, our diets include grains from many cultures. Grains are a good source of carbohydrates, vitamins, fiber, minerals. The vitamins and minerals found in grains contribute to a healthy body. Most products should be kept in a dry storage area, tightly sealed and selected by product dating. The ratio of grain to liquid and preparation time are important to successful grain cookery. Whole grain products include the whole grain: endosperm, bran, germ which take the body longer to process leaving us feeling full longer. Additionally micro-nutrients are included in the whole grain product and can not be included in a processed grain. The processing of gluten in the body for some individuals may be difficult. There are plenty of gluten free offerings so that people with gluten free issues can enjoy the benefits of cereal and grain products.

Transfer: Understanding the value of whole grains, students may select a whole grain pasta or rice. This will also filter into bread selection for sandwiches and cereal products. If students have symptoms of gluten sensitivity, they will understand that rice, quinoa, buckwheat, and amaranth do not contain gluten naturally and even learn some other products that are naturally gluten free.

Unit LEARNING 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 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

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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: <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. 	

Unit Essential Question(s):

- What do grains contribute nutritionally to a healthy diet?
- What is the connection between grains and whole health?
 - How should grains be selected and stored?
 - What techniques are necessary for proper preparation of most grain products?
- What are the advantages of whole grains over processed grains?
- What are the three parts of the grain kernel?
- What is gluten?

Unit Enduring Understandings:

- Grains are a versatile, nutritious, flavorful addition to meals.
- They provide many nutrients.
- There are many grains used around the world.
 - Buying whole grain products versus processed grains is a nutritional advantage.
- All grains are not stored the same, some are best refrigerated and some are best at room temperature.
- There are many convenience forms of grains which makes cooking methods and times quicker.
- There are differences in the methods of preparing rice and pasta.

Unit Learning Targets/Objectives:*Students will...*

- understand the structure of a whole grain or enriched grain product.
- classify grains according to nutritional value and methods of preparation.
- become familiar with less well-known grain products and their uses.
- recognize the different forms grains can be used in for different preparations.
- use inventive techniques to retain nutrients when preparing grains.
- prepare at least three different grain products utilizing proper techniques.

EVIDENCE OF LEARNING**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- Grain Project via PowerPoint or Prezi
- Two Rice Labs*
- Macaroni/Rigatoni Lab*
- Lasagne/Manicotti Lab*
- Penne Lab*

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

Summative/Benchmark Assessment(s):

- 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, 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:

- | | |
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| <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 / | <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 |
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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

● 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

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- o Accept participation at any level, even one word

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
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<p>Lesson 1 Intro. of Cereals & Grains</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products utilizing proper techniques. <p>-Hook students' interest with an entry question (What is your favorite cereal?) to get them considering what kinds of cereal products are possible.</p> <p>-Introduce the essential questions and discuss the units overall objectives in grains. -Show "Amazing Grains" Video. -Show "Amazing Grains" PowerPoint and students will complete the companion outline.</p>	<p>Unit determined by dynamics of class ~between 3~4 weeks</p>
<p>Lesson 2 Cereal & Grain project.</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products utilizing proper techniques. <p>-Students will be assigned a specific grain to research. They will explore where it's grown,</p>	

	<p>nutrients within that grain and their purpose, recipe selection, collect images of the grain in its raw state, form of the grain available, and how the grain is used.</p>	
<p>Lesson 3 View demo of rice preparation. Observe measuring and discuss textures of cooked products.</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. <ul style="list-style-type: none"> ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products utilizing proper techniques. <p>-Have students watch the teacher demonstrate preparation of rice. -Students will observe proper measuring and preparation techniques during teacher demonstration. -Teacher will show and students will observe characteristics of a properly prepared rice.</p>	
<p>Lesson 4 First grain /cereal lab and assessment.</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. <ul style="list-style-type: none"> ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. <ul style="list-style-type: none"> ● prepare at least three different grain products utilizing proper techniques. <p>-Students will prepare the same recipe as the teacher</p>	

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	<p>demonstrated in the lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 5 Second grain /cereal lab, comparison, and assessment.</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products utilizing proper techniques. <p>-Students will prepare a second rice recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 6 Use prior knowledge for intro to pasta & compare with types of grains.</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. ● recognize the different forms grains can be used in for different preparations. ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products utilizing proper techniques. <p>-Hook students' interest with an entry question (What's your favorite type of pasta?) to get them considering the different types of pasta.</p> <p>-Introduce the essential questions and discuss the units overall objectives in grains.</p>	

Lesson 7	<ul style="list-style-type: none"> • understand the structure of a 	
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<p>First preparation of pasta dish.</p>	<p>whole grain or enriched grain product.</p> <ul style="list-style-type: none"> • classify grains according to nutritional value and methods of preparation. • become familiar with less well-known grain products and their uses. • recognize the different forms grains can be used in for different preparations. • use inventive techniques to retain nutrients when preparing grains. • prepare at least three different grain products <p>-Students will prepare a pasta 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>Lesson 8 Second preparation of a pasta dish</p>	<ul style="list-style-type: none"> • understand the structure of a whole grain or enriched grain product. • classify grains according to nutritional value and methods of preparation. • become familiar with less well-known grain products and their uses. • recognize the different forms grains can be used in for different preparations. • use inventive techniques to retain nutrients when preparing grains. • prepare at least three different grain products <p>-Students will prepare a second pasta 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>Lesson 9 Third preparation of a pasta dish</p>	<ul style="list-style-type: none"> ● understand the structure of a whole grain or enriched grain product. ● classify grains according to nutritional value and methods of preparation. ● become familiar with less well-known grain products and their uses. <ul style="list-style-type: none"> ● recognize the different forms 	
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	<p>grains can be used in for different preparations.</p> <ul style="list-style-type: none"> ● use inventive techniques to retain nutrients when preparing grains. ● prepare at least three different grain products <p>-Students will prepare a third pasta recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 10 Nutrition Lesson~ Integrate through entire course</p>	<p>- Research on the internet healthier choice substitutes for foods that are classed as snacks.</p> <p>~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
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UNIT 5 OVERVIEW~Dairy

Content Area:

- Explain the nutritional value of dairy foods.
- List different foods that come from milk.
- Discuss how to properly store dairy foods.
- Explain how cream is the base for ice cream.
- Differentiate between harmless bacteria in yogurt and harmful bacteria. ● List different frozen dairy desserts.

Unit Title: Dairy

Grade Level: 9th~12th

Unit Summary:

Students will learn the benefits of using a variety of dairy products in recipes to enhance flavor and tenderize the product. Also, students will learn that buttermilk is a naturally low fat source of calcium and is not made with butter. Making good choices when selecting dairy

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products is important when baking and maintaining a healthy lifestyle. Students need to know the difference between the varieties of milk from skim to whole and the varieties of creams from half and half to heavy cream. In addition, students will learn that different varieties of milk/creams have different nutrients in them. Ultimately, students will learn that the fat in milk is harmless and is essential for healthy growth and development. Finally, students will explore the dating and labeling of dairy products and when it is safe to use and necessary to throw away.

For the nutritional aspect, students will learn that knowledge of the varieties of dairy products is the key. Dairy fat is not “harmful” to eat as long as it is in moderation. In addition like the cereal and grain unit, students will see the portion sizes and how they have become distorted throughout the years. Finally, students will become aware that low-fat, fat free, and healthy claims does not always mean the product is better to eat.

Transfer: Students can understand the nutritional impact of different varieties of milk from nonfat to low-fat to whole. Students can substitute low-fat milk and alternate dairy products for whole fat dairy products to still maintain a healthy diet.

Unit LEARNING 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 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.
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9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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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

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8.1.12.B.4	Use appropriate language when communicating with diverse audiences using
Educational Reading Standards	
NJLSA.R7	Integration of Knowledge and Ideas
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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:

- 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 the benefits of drinking milk? ● Why is milk pasteurized and homogenized? ● What are the different varieties of milk? ● How can the different types of dairy product be used in food preparation?
- How should dairy products be purchased and stored properly?
- How can you lower your saturated fat intake?

Unit Enduring Understandings:

- Dairy foods provide many valuable nutrients.
- Dairy products come in a variety of flavors and forms.
- Dairy products are an important part of a healthful diet.

Unit Learning Targets/Objectives:*Students will...*

- understand the importance of dairy in the daily diet.
- distinguish between the types of milk and other dairy products available. ● utilize the principles of protein cookery when preparing foods with dairy products.

EVIDENCE OF LEARNING**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- Milk Comparison Activity
- Smoothie/Shake Lab*
- Macaroni and Cheese Lab*
- Pudding/Cream Pie Lab*

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

Summative/Benchmark Assessment(s):

- 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:

- 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
 - o Allow errors in speaking
 - o Rephrase questions, directions, and
- Gifted and Talented Students~
 - o Provide extension activities
 - o Build on students' intrinsic motivations

<p>explanations</p> <p>o Allow extended time to answer questions</p> <p>o Accept participation at any level, even one word</p>	<p>o Consult with parents to accommodate students' interest in completing tasks at their level</p> <p>of engagement</p>
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LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:

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<p>Lesson 1 Intro. of Dairy</p>	<ul style="list-style-type: none"> ● understand the importance of dairy in the daily diet. ● distinguish between the types of milk and other dairy products available. <ul style="list-style-type: none"> ● utilize the principles of protein cookery when preparing foods with dairy products. <p>-Hook students' interest with an entry question (What type of milk do you drink?) to get them considering how there are different varieties of milk.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in dairy.</p>	<p>Unit determined by dynamics of class ~between 3~4 weeks</p>
<p>Lesson 2 Dairy prep & first lab</p>	<ul style="list-style-type: none"> ● understand the importance of dairy in the daily diet. ● distinguish between the types of milk and other dairy products available. <ul style="list-style-type: none"> ● utilize the principles of protein cookery when preparing foods with dairy products. <p>-Students will prepare the first dairy recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	

<p>Lesson 3 Second dairy lab</p>	<ul style="list-style-type: none"> ● understand the importance of dairy in the daily diet. ● distinguish between the types of milk and other dairy products available. ● utilize the principles of protein cookery when preparing foods with dairy products. <p>-Students will prepare a second dairy 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>Lesson 4 Third dairy lab</p>	<ul style="list-style-type: none"> ● understand the importance of dairy in the daily diet. ● distinguish between the types of milk and other 	

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	<p>dairy products available.</p> <ul style="list-style-type: none"> ● utilize the principles of protein cookery when preparing foods with dairy products. <p>-Students will prepare a third dairy 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>Lesson 5 Nutrition Lesson~ Integrate through entire course</p>	<p>- Research on the internet healthier choice substitutes for 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
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*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

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<p>individual level and on society as a whole; and</p> <ul style="list-style-type: none"> ● 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 LGBTQ 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>

UnitLEARNING TARGETS/STANDARDS #

Standards (Content and Technology):

CPI#:	Statement:
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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.

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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	
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: <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): <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? 	Unit Enduring Understandings: <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:

- 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

- At-Risk Students~

- o Provide extended time to complete

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

<ul style="list-style-type: none"> 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 explanations 	<ul style="list-style-type: none"> ● 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 accommodate students' interest
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<ul style="list-style-type: none"> o Allow extended time to answer questions o Accept participation at any level, even one word 	<ul style="list-style-type: none"> in completing tasks at their level of engagement
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LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
Diversity & Equity Inclusion~ LGBTQ community	<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>	Lessons to be integrated throughout the course will depend on the month, season, and type of food we are studying at the moment.

<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 <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>	
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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 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. <ul style="list-style-type: none"> ○ 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 	

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<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
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*UDL