

**Subject: Food Across America**

**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  
June 21, 2022**

## **HS Food Across America Curriculum Overview:**

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

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

The next disciplinary core idea discussed will be Foods of New England in Unit 2. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods of New England experience, nutrition will continue to be a focus. 21<sup>st</sup> Century skills will also continue as well as further exploration of food related careers.

Similarly, the next disciplinary core, Unit 3, is Foods of Mid Atlantic states. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch in this region. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods of Mid Atlantic states experience, nutrition will continue to

be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

Correspondingly to Units 2 & 3, all skills and procedures will be adhered to and as we continue to explore foods across the United States. Unit 4, Foods of the South will be visited. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch in this region. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to

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using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods of the South experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

Correspondingly to prior units, all skills and procedures will be adhered to and as we continue to explore foods across the United States. Unit 5, Foods of the Southwest will be visited. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch in this region. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods of the Southwest experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

Continuing through America's regions, all skills and procedures will be adhered to and as we continue to explore foods across the United States. Unit 6, Foods of California will be visited. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch in this region. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods of California experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

As the semester closes, all skills and procedures will be adhered to and as we continue to explore foods across the United States. Unit 7, the exploration of Foods of the Pacific Northwest region, will be our final destination. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking from scratch in this region. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade recipes is just as easy, better tasting, healthier, and more satisfying compared to using a box mix, opening a can, or pulling out a container from the freezer. Students will learn a variety of ingredients used and how they originated in the region. 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/baking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the Foods

of the Pacific Northwest region experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

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

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

**2. Become lifelong learners and autonomous individuals.**

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

**Suggested Course Sequence (20 week semester)\*:**

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

**Unit 2: Foods of New England 2~3 weeks**

**Unit 3: Foods of the Middle Atlantic States 2~3 weeks**

**Unit 4: Foods of the South 2~3 weeks**

**Unit 5: Foods of the Southwest 2~3 weeks**

**Unit 6: Foods of California 2~3 weeks**

**Unit 7: Foods of the Pacific Northwest 2~3 weeks**

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

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

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

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

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

**Unit # - UNIT 1 OVERVIEW~Food Lab Essentials**

**Content Area:**

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

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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.

#### **21<sup>st</sup> 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 &amp; 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 &amp;

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

### **Educational Technology Standards**

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

### **Educational Reading Standards**

NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Interdisciplinary Connections:**

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

**Unit Essential Question(s):**

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

**Unit Enduring Understandings:**

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

**Unit Learning Targets/Objectives:**

*Students will...*

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

**EVIDENCE OF LEARNING****Formative Assessments:**

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

**Summative/Benchmark Assessment(s):**

- Personal Cookbook (paper or digital)
- Tests

- Projects

**Alternative Assessments:**

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

**Resources/Materials :**

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencole, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988
- DVDs~Learning Seed
- Cooking Techniques: How it all boils down
- Food Safety
- Kitchen Math & Measuring
- Kitchen Safety
- Kitchen Tools & Utensils (Everything but the kitchen sink)
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
- [Food Safety.gov](http://Food Safety.gov)
- [Universal Design for Learning](http://Universal Design for Learning)
- [Fight Bac](http://Fight Bac)
- [Recipes](http://Recipes)
- [Plain but not so plain~Kitchen Skills](http://Plain but not so plain~Kitchen Skills)
- [My Plate Resources](http://My Plate Resources)
- [Kids Health Org.](http://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:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Special Education Student/504~           <ul style="list-style-type: none"> <li>o Allow errors</li> <li>o Rephrase questions, directions, and explanations</li> <li>o Allow extended time to answer questions and permit drawing, as an explanation</li> <li>o Accept participation at any level, even one word</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• At-Risk Students~           <ul style="list-style-type: none"> <li>o Provide extended time to complete tasks</li> <li>o Consult with Guidance counselors and follow I&amp;RS procedures / action plans</li> <li>o Consult with classroom teacher(s) for specific behavior interventions</li> <li>o Provide rewards as necessary</li> </ul> </li> </ul> |
|---|---|

- 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
- Gifted and Talented Students~
  - o Provide extension activities
  - o Build on students' intrinsic motivations
  - o Consult with parents to accommodate students' interest

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- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word
- in completing tasks at their level of engagement

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

<p>Lessons 1~3 Safety and accident prevention in the foods lab</p>	<ul style="list-style-type: none"> <li>● Recall good safety habits</li> <li>● Review &amp; practice accident prevention</li> <li>● Identify common foodborne illnesses and their prevention in food preparation.</li> </ul> <p>Lesson 1:</p> <ul style="list-style-type: none"> <li>-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.</li> <li>~Review &amp; acknowledge the essential questions and discuss unit's overall objectives in kitchen safety.</li> <li>-Review the content within the safety contract with students.</li> <li>-Have students take home safety contract and return with parent/guardian signature.</li> </ul> <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>~Reintroduce safety in the food lab content and identify preventative instruments (fire extinguisher, emergency stop button, fire blanket, and fire drill procedures) within the kitchen. -Present expected behavior in the foods lab and discuss horseplay, proper hygiene, and appropriate clothing in the food lab.</li> </ul> <p>Lesson 3:</p> <ul style="list-style-type: none"> <li>~Review food safety content and ways to prevent foodborne illness.</li> <li>-Revisit fire, slips/falls, cuts, burns, electrical shock, and bruises/bumps content and ways to prevent them from</li> </ul>	<p>Unit determined by dynamics of class~between 3 &amp; 4 weeks.</p>
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	<p>happening in the food lab. -Have students prepare a food safety project (choice). -Give quizzes on safety and sanitation in the food lab.</p>	
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<p>Lesson 4 Small and large kitchen tools; their uses, &amp; the cooking terms for each given tool.</p>	<ul style="list-style-type: none"> <li>● Continue to name and explain uses for equipment in the lab.</li> <li>● Identify cooking terms associated with kitchen tool</li> </ul> <p>Lesson 4:</p> <ul style="list-style-type: none"> <li>-Present tools of the kitchen and identify their uses.</li> <li>-”Show and Tell” presentation of kitchen tools with PowerPoint Presentation.</li> <li>-Give a quiz on tools in the Kitchen~advanced.</li> <li>-Walk around the room &amp; match the cooking term with the word.</li> </ul>	
<p>Lesson 5 Reading Recipe Skills &amp; Measuring</p>	<ul style="list-style-type: none"> <li>● Develop a Time/Work Schedule for recipe preparation.</li> <li>● Continue to practice proper measuring techniques.</li> <li>● Understand how to change the yield of a recipe.</li> </ul> <p>Lesson 5:</p> <ul style="list-style-type: none"> <li>-Hook students' interest with an entry question (Can you bake/cook without a recipe?) on reading recipes.</li> <li>~Review recipe abbreviations &amp; common food equivalents~ discuss the video, "Kitchen Math Measuring."</li> <li>-Have students complete advanced worksheets tied into recipe abbreviations and common food equivalents.</li> <li>~Students demonstrate measuring techniques.</li> <li>-Give advanced test on recipe abbreviations and common food equivalents.</li> </ul>	
<p>Lessons 6 &amp; 7 Intro to Lab &amp; the Lab Procedure</p>	<ul style="list-style-type: none"> <li>● Observe lab procedures</li> <li>● Understand procedures necessary for a successful Kitchen Lab <ul style="list-style-type: none"> <li>● Execute a recipe in the lab</li> <li>● Interpret communication &amp; team building skills</li> </ul> </li> </ul> <p>Lesson 6:</p> <ul style="list-style-type: none"> <li>-Hook students' interest with an introductory lab~French Toast.</li> </ul>	

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

**ADDITIONAL RESOURCES**Plans

**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"> <li>• Provide a variety of options for perception</li> <li>• Provide a variety of options for language and symbols</li> <li>• Provide a variety of options for comprehension</li> </ul>	<p>UDL Guidelines: Action &amp; Expression Methods (How)</p> <ul style="list-style-type: none"> <li>• Provide a variety of options for physical action</li> <li>• Provide a variety of options for expressive skills and fluency</li> <li>• Provide a variety of options for executive functions</li> </ul>	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> <li>• Provide a variety of options for recruiting interest</li> <li>• Provide a variety of options for sustaining effort &amp; persistence</li> <li>• Provide a variety of options for self regulations</li> </ul>
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**UNIT 2 OVERVIEW~Foods of New England**

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**Content Area:**

- New England climate and agriculture has a great impact to its regional food.
- New England has its own specific cooking methods.
- New England has staple dishes exclusive to its region.
- Discovery of the first settlers and what they contributed to New England.
- Each regional ingredient serves a specific taste pertinent to that specific area.
- Consumption and moderation is important for healthy nutritional goals.

**Unit Title: Foods of New England**

**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 Foods of New England unit, students will first learn that settlers brought over many types of foods and techniques as New England developed. Students will see depending on where people settled, cuisine was dictated by the native inhabitants to the New England area. In addition, students will learn there are many different cooking methods used in this region. Finally, New England cuisine has been greatly influenced by many cultural, religious, and geographical factors.

Still in the end, the success 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 as in any cuisine. Portion size and moderation will continue to be practiced.

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.

**Unit LEARNING TARGETS/STANDARDS #**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
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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.
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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.
<b>21<sup>st</sup> Century themes and skills (standard 9) and Career Ready Practices <i>Career Readiness, Life Literacies, &amp; Key Skills</i></b>	
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

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	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
<b>Educational Technology Standards</b>	
8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using technology
<b>Educational Reading Standards</b>	
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.
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Connect with Mathematics as “kitchen math” is introduced <ul style="list-style-type: none"> <li>○ Use of prior knowledge of fractions to understand the typical tools of measuring ingredients</li> </ul> </li> <li>● Connect with Science as “food science” is introduced <ul style="list-style-type: none"> <li>○ Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented</li> <li>○ Connect with functions of ingredients and how they affect the outcome of a recipe.</li> </ul> </li> </ul>	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What is the climate and agriculture like in this region?</li> <li>● What impact did the climate or geographical location have on this region?</li> <li>● Who were the first people to settle in this region?</li> <li>● What foods and techniques were brought over by the settlers?</li> <li>● What cooking methods were used in this region?</li> <li>● What are some staple and popular dishes in this region?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Settlers brought over many types of foods and techniques as New England developed.</li> <li>● Depending on where people settled dictated the cuisine native to that area. ● There are many different cooking methods used in the New England region. ● New England cuisine has been greatly influenced by many cultural, religious, and geographical factors.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Examine the staple and popular dishes native to this region.</li> <li>● Prepare a variety of New England foods.</li> <li>● Identify specific food choices available in the New England region.</li> <li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li> <li>● evaluate and explain the final results after completing this regional food. ● create several recipes from the New England region.</li> </ul>
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**EVIDENCE OF LEARNING**

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**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- Recipes: Selections considered with class size & time of year.

\*American Chop Suey

\*Apple Pie

\*Blueberry Muffins

\*Boston Cream Pie

\*Cider Donuts

\*Corn Chowder

\*Hermit Molasses Cookies/Joe Froggers

- \*Indian Pudding
- \*Johnny Cakes
- \*Parker House Rolls
- \*Pumpkin Pie
- \*Red Flannel Hash
- \*Whoopie Pies
- \*Anadama Bread

\*\*Fish will not be used due to the severity of allergic reaction in some students. \*\*\*Recipes subject to vary with seasons & students' needs

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

- Menu of the region
- History of regional food
- Geographical impact of food in this region

**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/DVDs –Food, A Multicultural Feast, YouTube Videos, Food Network Clips/Shows - 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:
- [Your AAA Daily](#)
- [List of U.S. State Foods](#)
- [Spruce Eats](#)
- [New England Today Living](#)
- [Foodie Travel USA](#)
- [Famous Foods of New England](#)
- [Epicurious](#)
- [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:

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- |   |
|---|
| <ul style="list-style-type: none"> <li>- Google Slides</li> <li>- Internet</li> <li>- Microsoft Word</li> </ul> |
|---|

**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

● 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**

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

<p>Lessons 1~4 New England Foods, research, planning, &amp; prepara~ tion.</p>	<ul style="list-style-type: none"> <li>● Examine the staple and popular dishes native to this region.</li> <li>● Prepare a variety of New England foods.</li> <li>● Identify specific food choices available in the New England region. <ul style="list-style-type: none"> <li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li> </ul> </li> <li>● evaluate and explain the final results after completing this regional food.</li> <li>● create several recipes from the New England region.</li> </ul> <p>Lesson 1: -Hook students' interest with an entry question (What foods are popular in the New England region and have you tried</p>	<p>Unit determined by dynamics of class ~between 2~3 weeks</p>
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	<p>any/what are your favorites?) to get them considering what kinds of foods are available.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives of Foods in New England.</p> <p>-New England slideshow and video explaining region specifically the climate, culture, agriculture, staple food dishes, and cooking methods/techniques. Lesson 2:</p> <p>-Have students research the New England region and find staple recipes via the Internet that they want to prepare in class. Lesson 3:</p> <p>-Students will prepare a variety of staple New England dishes in class as researched and planned.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.</p> <p>Lesson 4:</p> <p>-Students will prepare their New England recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~ Integrate through entire course</p>	<p>Ongoing~:</p> <ul style="list-style-type: none"> <li>- Research on the internet healthier choice substitutes for foods that are classed as snacks.</li> <li>~Create a personal cookbook</li> </ul>	

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

<b>UNIT 3 OVERVIEW~Foods of the Middle Atlantic States</b>	
<p><b>Content Area:</b></p> <ul style="list-style-type: none"> <li>• The Middle Atlantic State climate and agriculture has a great impact to its regional food.</li> <li>• The Middle Atlantic State has its own specific cooking methods.</li> <li>• The Middle Atlantic State has staple dishes exclusive to its region.</li> <li>• Discovery of the first settlers and what they contributed to the Middle Atlantic State. • Each regional ingredient serves a specific taste pertinent to that specific area. • Consumption and moderation is important for healthy nutritional goals.</li> </ul>	
<p><b>Unit Title: Foods of the Middle Atlantic States</b></p>	
<p><b>Grade Level: 9th~12th</b></p>	
<p><b>Unit Summary:</b> Students need to know that following directions and using the proper kitchen tools are vital to the success of a recipe. In the Foods of Middle Atlantic States unit, students will first learn that settlers brought over many types of foods and techniques as foods of Middle Atlantic States developed. Students will see depending on where people settled, cuisine was dictated by the native inhabitants to the Middle Atlantic States area. In addition, students will learn there are many different cooking methods used in this region. Finally, the Middle Atlantic States cuisine has been greatly influenced by many cultural, religious, and geographical factors.</p> <p>Still in the end, the success of a recipe depends on the accuracy of measuring, using the proper tools, knowing the functions of ingredients and understanding the way they are used to develop the desired results.</p> <p>For the nutritional aspect, students will learn that moderation is the key as in any cuisine. Portion size and moderation will continue to be practiced.</p> <p>Transfer: At home, students will prepare the recipes that they have been preparing in class. Students can use their knowledge to explore new recipes they research. Students may start collecting their own cooking tools in the kitchen.</p>	
<b>UnitLEARNING TARGETS/STANDARDS #</b>	
<p><b>Standards (Content and Technology):</b></p>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NJSLS Standards Career Readiness, Life Literacies, &amp; Key Skills</b>	
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.

**21<sup>st</sup> 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

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

**Educational Technology Standards**

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

**Educational Reading Standards**

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

**Interdisciplinary Connections:**

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

**Unit Essential Question(s):**

- What is the climate and agriculture like in this region?
- What impact did the climate or geographical location have on this region?
- Who were the first people to settle in this region?
- What foods and techniques were brought over by the settlers?
- What cooking methods were used in this region?
- What are some staple and popular dishes in this region?

**Unit Enduring Understandings:**

- Settlers brought over many types of foods and techniques as Mid Atlantic states developed.
- Depending on where people settled dictated the cuisine native to that area.
- There are many different cooking methods used in the Mid Atlantic region.
- Mid Atlantic cuisine has been greatly influenced by many cultural, religious, & geographical factors.

**Midland Park Public Schools****Unit Learning Targets/Objectives:**

*Students will...*

- Understand the geological effect on the cuisine development of this area
- Examine the religious effect of the Dutch population and the development of Pennsylvania Dutch and Shaker cuisines
- Explore the techniques of food preparation; blanching and refreshing, using strong flavored vegetables and cruciferous vegetables.
- Prepare a variety of Mid Atlantic States foods & dishes.

**EVIDENCE OF LEARNING**

**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations
- Recipes: Selections considered with class size & time of year.

\*Cornbread

\*Matzo Ball Soup

\*French Toast

\*Grape Pie

\*Buffalo Wings

\*New York Cheesecake

\*Black & White Cookie

\*Pasta with Garlic Pesto

\*Chinese Orange Chicken

\*Pound Cake

\*Chicken Marsala

\*\*Fish will not be used due to the severity of allergic reaction in some students. \*\*\*Recipes subject to vary with seasons & students' needs

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

- Menu of the region
- History of regional food
- Geographical impact of food in this region

**Resources/Materials :**

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

- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencoe, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988

- Videos/DVDs –Food, A Multicultural Feast, YouTube Videos, Food Network Clips/Shows - 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:

- [Your AAA Daily](#)

- [Spruce Eats](#)

- [List of U.S. State Foods](#)

- [World Food & Wine](#)

- [What's Cooking America](#)

- [Foodie Travel USA](#)

- [Epicurious](#)

- [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

**LESSON PLANS**

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
Lessons 1~4 Mid Atlantic Foods, research, planning, & preparation.	<ul style="list-style-type: none"> <li>● Examine the staple and popular dishes native to this region.               <ul style="list-style-type: none"> <li>● Prepare a variety of Mid Atlantic States foods.</li> </ul> </li> <li>● Identify specific food choices available in the New England region.</li> <li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li> <li>● evaluate and explain the final results after completing this regional food.</li> <li>● create several recipes from the Mid Atlantic States region.</li> </ul> <p>Lesson 1:            -Hook students' interest with an entry question (What foods are popular in the Mid Atlantic States region and have you tried any/what are your favorites?) to get them considering what kinds of foods are available.            -Introduce the essential questions and discuss the unit's overall objectives of Foods in Mid Atlantic States.            -Mid Atlantic States slideshow and video explaining region specifically the climate, culture, agriculture, staple food dishes, and cooking methods/techniques. Lesson 2:            -Have students research the Mid Atlantic States region and find staple recipes via the Internet</p>	Unit determined by dynamics of class ~between 2~3 weeks

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	<p>that they want to prepare in class.</p> <p><b>Lesson 3:</b>          -Students will prepare a variety of staple Mid Atlantic States dishes in class as researched and planned.          -Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.</p> <p><b>Lesson 4:</b>          -Students will prepare their Mid Atlantic States recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)          -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~ Integrate through entire course</p>	<p>Ongoing throughout:          - Research on the internet healthier choice substitutes for foods that are classed as snacks.          ~Create a personal cookbook</p>	

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

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

**Content Area:**

- The Southern climate and agriculture has a great impact to its regional food. • The Southern Regional States have their own specific cooking methods. • The Southern Regional States have staple dishes exclusive to its region. • Discovery of the first settlers and what they contributed to the Southern Regional States.
- Each regional ingredient serves a specific taste pertinent to that specific area. • Consumption and moderation is important for healthy nutritional goals.

## Midland Park Public Schools

**Unit Title: Foods of the South****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 Foods of South unit, students will first learn that settlers brought over many types of foods and techniques as foods of Southern States developed. Students will see depending on where people settled, cuisine was dictated by the native inhabitants to the Southern States area. In addition, students will learn there are many different cooking methods used in this region. Finally, the food of the south cuisine has been greatly influenced by many cultural, religious, and geographical factors. Still in the end, the success 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 as in any cuisine. Portion size and moderation will continue to be practiced.

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.

**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.

**21<sup>st</sup> 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 &amp; 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
<b>Educational Technology Standards</b>	
8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound

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8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using technology

### **Educational Reading Standards**

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

### **Interdisciplinary Connections:**

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

**Unit Essential Question(s):**

- What is the climate and agriculture like in this region?
- What impact did the climate or geographical location have on this region?
- Who were the first people to settle in this region?
- What foods and techniques were brought over by the settlers?
- What cooking methods were used in this region?
- What are some staple and popular dishes in this region?

**Unit Enduring Understandings:**

- Settlers brought over many types of foods and techniques as Southern states developed.
- Depending on where people settled dictated the cuisine native to that area.
- There are many different cooking methods used in the Southern region.
- Southern cuisine has been greatly influenced by many cultural, religious, & geographical factors.

**Unit Learning Targets/Objectives:**

*Students will...*

- Recognize the dietary deficiencies associated with a diet high in corn products.
- Understand the economics of food crop farming vs. cash crop farming.
- Identify those foods that are influenced by the French in southern cooking.
- Preparation of some typical Creole and Cajan type foods.
- Prepare southern dishes that are authentic and healthful.

**EVIDENCE OF LEARNING****Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Recipes of Foods of the South:

- \*Banana Nut Bread
- \*Pumpkin Bread
- \*Zucchini Bread
- \*Peach Cobbler
- \*Chicken Pot Pie
- \*Mashed Potatoes
- \*Hush Puppies

- \*Biscuits
  - \*Biscuits & Sausage Gravy
  - \*Yeast Rolls
  - \*Peach Shortcake
  - \*Strawberry Shortcake
  - \*Stack Cake
  - \*Oatmeal Cookies
  - \*Lemon Meringue Pie
  - \*Sweet Potato Pie
  - \*Hand Pies
  - \*Fritters
  - \*Chicken & Dumplings
  - \*Ham & Grits (substituting shrimp)
  - \*Macaroni & Cheese
  - \*Tomato Soup
  - \*Frito Pie
- \*Recipes subject to change~determined by season & dynamics of students in class.

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

- Food & Nutrition online games
- Healthy substitutions within recipes

**Resources/Materials :**

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, 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:
- [Foods of the Southern U.S.](#)
- [The Culture Trip](#)
- [List of U.S. State Foods](#)
- [Taste Atlas](#)
- [Eat This/Not That~50 Foods in the South](#)
- [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
- At-Risk Students~

o Provide extended time to complete tasks

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o Rephrase questions, directions, and explanations

o Allow extended time to answer questions and permit drawing, as an explanation

o Accept participation at any level, even one word

o Consult with Case Manages and follow IEP accommodations /

modifications

● English Language Learners -

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

<p>Lessons 1~4 Foods of the South, research, planning, &amp; preparation.</p>	<ul style="list-style-type: none"> <li>● Examine the staple and popular dishes native to this region.</li> <li>● Prepare a variety of Southern Regional foods. <ul style="list-style-type: none"> <li>● Identify specific food choices available in the Southern region.</li> <li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li> </ul> </li> <li>● evaluate and explain the final results after completing this regional food. <ul style="list-style-type: none"> <li>● create several recipes from the Southern region.</li> </ul> </li> </ul> <p>Lesson 1: -Hook students' interest with an entry question (What foods are popular in the Southern region and have you tried any/what are your favorites?) to get them considering what kinds of foods are available. -Introduce the essential questions and discuss the unit's overall objectives of Foods in South. -Southern region slideshow and video explaining region specifically the climate, culture,</p>	<p>Unit determined by dynamics of class ~between 2~3 weeks</p>
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	<p>agriculture, staple food dishes, and cooking methods/techniques. <b>Lesson 2:</b>          -Have students research the Southern region and find staple recipes via the Internet that they want to prepare in class. <b>Lesson 3:</b>          -Students will prepare a variety of staple Southern dishes in class as researched and planned.          -Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.  <b>Lesson 4:</b>          -Students will prepare their Southern recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)          -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~ Integrate through entire course</p>	<p>Ongoing throughout:          - 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><b>UDL Guidelines: Presentation Methods (What)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for perception</li> <li>● Provide a variety of options for language and symbols</li> <li>● Provide a variety of options for comprehension</li> </ul>	<p><b>UDL Guidelines: Action &amp; Expression Methods (How)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for physical action</li> <li>● Provide a variety of options for expressive skills and fluency</li> <li>● Provide a variety of options for executive functions</li> </ul>	<p><b>es: Engagement Methods (Why)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options to recruit interest</li> <li>● Provide a variety of options for sustaining effort &amp; persistence</li> <li>● Provide a variety of options for self-regulations</li> </ul>
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<b>UNIT 4 OVERVIEW~Foods of the Southwest</b>
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**Content Area:**

- The Southwestern climate and agriculture has a great impact to its regional food. ● The Southwestern Regional States have their own specific cooking methods. ● The Southwestern Regional States have staple dishes exclusive to its region. ● Discovery of the first settlers and what they contributed to the Southwestern Regional States.
- Each regional ingredient serves a specific taste pertinent to that specific area. ● Consumption and moderation is important for healthy nutritional goals.

**Unit Title: Foods of the Southwest****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 Foods of Southwest unit, students will first learn that settlers brought over many types of foods and techniques as foods of Southwest developed. Students will see depending on where people settled, cuisine was dictated by the

native inhabitants to the Southwestern States area. In addition, students will learn there are many different cooking methods used in this region. Finally, the food of the southwestern cuisine has been greatly influenced by many cultural, religious, and geographical factors.

Still in the end, the success 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 as in any cuisine. Portion size and moderation will continue to be practiced.

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.

<b>UnitLEARNING TARGETS/STANDARDS #</b>
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**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.
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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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**21<sup>st</sup> 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
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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.

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9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

#### **Educational Technology Standards**

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

#### **Educational Reading Standards**

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.

**Unit Essential Question(s):**

- What is the climate and agriculture like in this region?
- What impact did the climate or geographical location have on this region?
- Who were the first people to settle in this region?
- What foods and techniques were brought over by the settlers?
- What cooking methods were used in this region?
- What are some staple and popular dishes in this region?

**Unit Enduring Understandings:**

- The climate of the Southwest is hot & sunny.
- Many fruits & vegetables grow year round.
- Texas produces large quantities of grapefruit, oranges, & strawberries. ● Westerners eat simply with a diet based on locally produced meal, games, & farm products.
  - Beef plays an important part in western cooking which cooks grilled & barbeque.
  - Native Americans, Spaniards, & Mexicans shaped the development of the Southwestern cuisine.
- Many foods from across the Rio Grande made their way into Southwestern cuisine.

**Unit Learning Targets/Objectives:**

*Students will...*

- Identify the foods brought to the United States by immigrants from Mexico, Central America, & South America.
- Celebrate Cinco de Mayo through foods & decorations.
- Describe the influence of the settlers and how the development of their cuisine shaped the region.

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- Explain the role of Mexican, and Central & South American culture had on the cuisine of the nation.
- Prepare a variety of dishes from the Southwest region.

**EVIDENCE OF LEARNING**

**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Recipes of Foods of the Southwest:

- \*Tacos
  - \*Tamales
  - \*Salsa
  - \*Nachos
  - \*Fruit Salad
  - \*Corn Griddle Cakes
  - \*Chili & Cheese Flautas
  - \*Guacamole
  - \*Enchiladas
  - \*Fajitas
  - \*Mexican Quiche
  - \*Cumin Lime Chicken
  - \*Polo Rojo
  - \*Mexican Rice
  - \*Huevos Rancheros
  - \*Breakfast Burritos
  - \*Black Bean Burger
  - \*Chili
  - \*Crock Pot Fiesta Chicken & Baked Beans
  - \*Empanadas
  - \*Meatloaf with black beans
  - \*Stuffed Peppers
  - \*Tex Mex Macaroni & Black Bean Salad
- \*Recipes subject to change~determined by season & dynamics of students in class.

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

- Food & Nutrition online games
- Healthy substitutions within recipes

**Resources/Materials :**

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, 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:
- [Eater](#)
- [Eating in the U.S.](#)
- [List of U.S. State Foods](#)
- [Flavors of the American Southwest](#)
- [Taste of Home~46 Southwestern Recipes](#)

- [The Spruce Eats~Southwestern Region](#)

- [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,

- o 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

- o 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 /

- o action plans

- o Consult with classroom teacher(s)

- o for specific behavior interventions

- o Provide rewards as necessary

- Gifted and Talented Students~

- o Provide extension activities

- o Build on students' intrinsic motivations

- o Consult with parents to

- o accommodate students' interest

- o in completing tasks at their level of engagement

**LESSON PLANS**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (weeks) to complete:</b>
Lessons 1~4 Foods of the Southwest, research, planning, & preparation.	<ul style="list-style-type: none"><li>● Examine the staple and popular dishes native to this region.</li><li>● Prepare a variety of Southwestern Regional foods. ● Identify specific food choices available in the Southwestern region.<ul style="list-style-type: none"><li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li></ul></li><li>● evaluate and explain the final results after completing this regional food.</li><li>● create several recipes from</li></ul>	Unit determined by dynamics of class ~between 2~3 weeks

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the Southern region.

**Lesson 1:**

-Hook students' interest with an entry question (What foods are popular in the Southwestern region and have you tried any/what are your favorites?) to get them considering what kinds of foods are available.

-Introduce the essential questions and discuss the unit's overall objectives of Foods in Southwest.

-Southwestern region slideshow and video explaining region specifically the climate, culture, agriculture, staple food dishes, and cooking methods/techniques.

**Lesson 2:**

-Have students research the Southwestern region and find staple recipes via the Internet that they want to prepare in class.

**Lesson 3:**

-Students will prepare a variety of staple Southwestern dishes in class as researched and planned.

-Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.

**Lesson 4:**

-Students will prepare their Southwestern recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)  
-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.

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

<b>UNIT 4 OVERVIEW~Foods of California</b>	
<p><b>Content Area:</b></p> <ul style="list-style-type: none"> <li>• The Californian climate and agriculture has a great impact to its regional food.</li> <li>• Foods of California have their own specific cooking methods.</li> <li>• Foods of California has staple dishes exclusive to its region.</li> <li>• Discovery of the first settlers and what they contributed to the foods of California.</li> <li>• Each regional ingredient serves a specific taste pertinent to that specific area.</li> <li>• Consumption and moderation is important for healthy nutritional goals.</li> </ul>	
<p><b>Unit Title: Foods of California</b></p>	
<p><b>Grade Level: 9th~12th</b></p>	
<p><b>Unit Summary:</b> Students need to know that following directions and using the proper kitchen tools are vital to the success of a recipe. In the Foods of the Californian unit, students will first learn that settlers brought over many types of foods and techniques as foods of California developed. Students will see depending on where people settled, cuisine was dictated by the native inhabitants to the California area. In addition, students will learn there are many different cooking methods used in this region. Finally, the food of Californian cuisine has been greatly influenced by many cultural, religious, and geographical factors. Still in the end, the success of a recipe depends on the accuracy of measuring, using the proper tools, knowing the functions of ingredients and understanding the way they are used to develop the desired results.</p> <p>For the nutritional aspect, students will learn that moderation is the key as in any cuisine. Portion size and moderation will continue to be practiced.</p> <p>Transfer: At home, students will prepare the recipes that they have been preparing in class. Students can use their knowledge to explore new recipes they research. Students may start collecting their own cooking tools in the kitchen.</p>	
<b>UnitLEARNING TARGETS/STANDARDS #</b>	
<p><b>Standards (Content and Technology):</b></p>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NJSLS Standards Career Readiness, Life Literacies, &amp; Key Skills</b>	
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.

**21<sup>st</sup> 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

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

**Educational Technology Standards**

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

**Educational Reading Standards**

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

**Interdisciplinary Connections:**

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

**Unit Essential Question(s):**

- What is the climate and agriculture like in this region?
- What impact did the climate or geographical location have on this region?
- Who were the first people to settle in this region?
- What foods and techniques were brought over by the settlers?
- What cooking methods were used in this region?
- What are some staple and popular dishes in this region?

**Unit Enduring Understandings:**

- Most parts of California have rich, fertile soil
- California has a warm, sunny climate and adequate rainfall
- Fruits & vegetables of all kinds grown in abundance in California.
- Avocados, papayas, pomegranates, dates, Chinese cabbage, kale, oranges, grapefruit, lettuce, & tomatoes are common.
- The ocean & inland lakes provide a bounty of fish & shellfish.

**Unit Learning Targets/Objectives:**

*Students will...*

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- Summarize the rise of drive-in restaurants & fast food restaurants as a cultural phenomenon in the United States
- Recognize the current leaders in the restaurant industry in the United States. ● Identify the various cultures that have come together in Californian cuisine. ● Prepare a wide variety of fresh/organic foods/dishes in the California style.

**EVIDENCE OF LEARNING**

**Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Recipes of Foods of California:

- \*California Pizza
  - \*Cobb Salad
  - \*French Dip
  - \*Sourdough Bread
  - \*California Roll
  - \*Pho
  - \*White Bean Chicken Chili
  - \*Minestrone Soup
  - \*Grilled Veggie Sandwich
  - \*Lemon Pound Cake
  - \*Slow-Cooked Southwest Chicken
  - \*Avocado Romaine Salad
  - \*California Dream Smoothie
  - \*Chicken Piccata with Lemon Sauce
  - \*Cheese & Herb Potato Fans
  - \*Lemon Angel Cake Bars
  - \*Egg-Topped Avocado Toast
  - \*Grilled Cauliflower Wedges
  - \*Sweet Potato Egg Skillet
  - \*Smoky Spanish chicken
  - \*Lemon Garbanzo Bean Salad
  - \*Lemon Blueberry Drop Scones
  - \*Chicken Taco with Avocado Salad
  - \*Mushroom Asparagus Quiche
  - \*Balsamic Chicken Pasta Salad
  - \*Lemon Butter Brussel Sprouts
  - \*Chicken Vegetable Curry
  - \*Barbeque Chicken Pizza
  - \*Lemon Snowdrops
  - \*Lemon Blueberry Cornmeal Cake
  - \*Rosemary Lemon Chicken
- \*Recipes subject to change~determined by season & dynamics of students in class.

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

- Food & Nutrition online games
- Healthy substitutions within recipes

**Resources/Materials :**

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

- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
  - [All Recipes](#)
  - [Taste of Home](#)
  - [List of U.S. State Foods](#)
  - [Eater](#)
  - [Eating in the U.S.](#)
  - [Flavors of California](#)
  - [Taste of Home~California](#)
  - [The Spruce Eats~California](#)
  - [Pinterest](#)
- Field Trips: More TBD
- ~Culinary Institute of America
  - Specialty Visitors:
    - ~Shop Rite Dietitians
    - ~Whole Foods Demonstrators (F & N)
    - ~Johnson and Wales (Career)
    - ~Alumni (Career, Life Skills, Motivational, demonstrations, etc.)
  - Software:
    - Google Slides
    - Internet
    - Microsoft Word

**Modifications:**

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

explanations

o Allow extended time to answer

questions

o Accept participation at any level,  
even one word

accommodate students' interest

in completing tasks at their level  
of engagement

**LESSON PLANS**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (weeks) to complete:</b>
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Lessons 1~4  
Foods of  
California,  
research,  
planning, &  
prepara-  
tion.

- Examine the staple and popular dishes native to this region.
- Prepare a variety of California's regional foods. ● Identify specific food choices available in the California region.
  - Summarize the rise of drive-in restaurants & fast food restaurants as a cultural phenomenon in the United States
- Recognize the current leaders in the restaurant industry in the United States.
- Identify the various cultures that have come together in Californian cuisine.
- evaluate and explain the final results after completing this regional food.
- Prepare a wide variety of fresh/organic foods/dishes in the California style.

**Lesson 1:**

-Hook students' interest with an entry question (What foods are popular in California and have you tried any/what are your favorites?) to get them considering what kinds of foods are available.

-Introduce the essential questions and discuss the unit's overall objectives of Foods in California.

-California slideshow and video explaining region specifically the climate, culture, agriculture, staple food dishes, and cooking methods/techniques.

**Lesson 2:**

-Have students research California and find staple recipes via the Internet that they want to prepare in class.

**Lesson 3:**

-Students will prepare a variety of staple Californian dishes in class as researched and planned.

-Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.

**Lesson 4:**

Unit determined by dynamics of class  
~between 2~3 weeks

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	<p>-Students will prepare their Californian recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
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### 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><b>UDL Guidelines: Presentation Methods (What)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for perception</li> <li>● Provide a variety of options for language and symbols</li> <li>● Provide a variety of options for comprehension</li> </ul>	<p><b>UDL Guidelines: Action &amp; Expression Methods (How)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for physical action</li> <li>● Provide a variety of options for expressive skills and fluency</li> <li>● Provide a variety of options for executive functions</li> </ul>	<p><b>es: Engagement Methods (Why)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options to recruit interest</li> <li>● Provide a variety of options for sustaining effort &amp; persistence</li> <li>● Provide a variety of options for self-regulations</li> </ul>
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### UNIT 4 OVERVIEW~Foods of the Pacific Northwest Region

**Content Area:**

- The Pacific Northwest, which includes the states of Oregon, Washington, and Alaska, has a climate and agriculture which greatly impacts its regional food.
- Foods of the Pacific Northwest have its own specific cooking methods. ● Foods of the Pacific Northwest has staple dishes exclusive to its region. ● The Pacific Northwest foods are noted for their seafood cuisines and fresh vegetation. (Due to allergies, we will not be using any type of fish as an ingredient)
- The influences of Asian cuisines are found in restaurants and markets. (Seattle is America's "Gateway to Asia".)
- Cooking techniques of all these Pacific states are, for the most part, simple~taking advantage of the natural flavors and colors of the foods.
- Foods are baked or broiled, and vegetables are served raw or just cooked until tender. ● Consumption and moderation is important for healthy nutritional goals.

**Unit Title: Foods of the Pacific Northwest**

**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 Foods of Pacific Northwest unit, students will study that climate and agriculture had an impact on this region. In addition, students will learn that settlers from Asia brought over many types of foods and techniques as foods of Pacific Northwest developed. Students will see depending on where people settled, cuisine was dictated by the native inhabitants to the Pacific Northwest area. In addition, students will learn there are simple cooking methods and staple dishes used in this region. Finally, the food of Pacific Northwest cuisine has been greatly influenced by many cultural, religious, and geographical factors.

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Still in the end, the success 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 as in any cuisine. Portion size and moderation will continue to be practiced.

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.

### **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.

#### **21<sup>st</sup> Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills**

9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

### **Educational Technology Standards**

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

### **Educational Reading Standards**

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

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	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 is the climate and agriculture like in this region?
- What impact did the climate or geographical location have on this region?
- Who were the first people to settle in this region?
- What foods and techniques were brought over by the settlers?
- What cooking methods were used in this region?
- What are some staple and popular dishes in this region?

**Unit Enduring Understandings:**

- The Pacific Northwest includes the states of Oregon, Washington, and Alaska.
- These states vary widely in geography, climate, culture, and food customs. ● It is noted for its variety of seafood and a continual bounty of fresh vegetation. ● The influence of Asian cuisines are found in restaurants and markets.
- Seattle is America's "Gateway to Asia". ● Cooking in the Northwest Pacific region is mostly simple by baking, steaming, or broiling.
- The Pacific Northwest region absorbs the natural flavors and colors of the area's foods.

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

- Explain how reliable transportation has influenced the food habits of Americans. ● Recognize how Asian immigration influenced the cuisine of this region. ● Describe how the railroad industry developed and how this industry influenced the food choices of Americans.
- Prepare a wide variety of staple dishes of the Pacific Northwest.

**EVIDENCE OF LEARNING****Formative Assessments:**

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Recipes of Foods of the Pacific Northwest:

- \*Watermelon, Heirloom Tomato and Feta Salad
- \*Kale Salad with Green Apples
- \*Roasted Brussel Sprouts
- \*Latkes with applesauce & sour cream
- \*Marionberry Pie
- \*Yumm Bowls
- \*Seattle Dogs
- \*Pronto Pups
- \*Totchos
- \*Seattle Style Teriyaki
- \*Washington State Apple Pie
- \*Blackberry Doughnuts with White Chocolate Ganache
- \*Blueberry/Cherry Pie

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- \*Chinese Pork Dumplings
- \*Sausage Kolaches
- \*Surprise Banana Cake
- \*Chicken Enchiladas with Mole Sauce
- \*Twenty-four Hour Salad
- \*Sesame Noodle Salad
- \*Coast to Coast Famous Chicken Wings
- \*Swedish Apple Pie

- \*Caramel Apple Crisp
- \*Wazzu Tailgate Chili
- \*Seattle Dutch Babies
- \*Applesauce Raisin Cake
- \*Warm Apple Pocket
- \*Apple Cheesecake with Caramel Sauce
- \*Sweet Potato Oven Fries
- \*Sweet Potato Latkes
- \*One Pot Meaty Spaghetti
- \*Oatmeal Molasses Crisps
- \*Cheese Huckleberry Pie
- \*Vegetable Strata
- \*Vanilla Shortbread
- \*Beef Stroganoff
- \*"Gone to Heaven" Chocolate Pie
- \*Fancy Mashed Potatoes
- \*Recipes subject to change~determined by season & dynamics of students in class. **Summative/Benchmark**

**Assessment(s):**

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

**Alternative Assessments:**

- Food & Nutrition online games
- Healthy substitutions within recipes

**Resources/Materials :**

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois. Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, 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:
- [All Recipes](#)
- [Yes Magazine~Foods of the Pacific Northwest](#)
- [Eater](#)
- [Eating in the U.S.](#)
- [List of U.S. State Foods](#)
- [Fine Dining](#)
- [Just A Pinch](#)
- [Taste of Home](#)
- [Pinterest](#)
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
- ~Shop Rite Dietitians

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- ~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 Manages 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**

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

<p>Lessons 1~4 Foods of California, research, planning, &amp; preparation.</p>	<ul style="list-style-type: none"> <li>● Examine the staple and popular dishes native to this region. <ul style="list-style-type: none"> <li>● Prepare a variety of Pacific Northwest Regional foods.</li> </ul> </li> <li>● Explain how reliable transportation has influenced the food habits of Americans. ● Identify specific food choices available in the Pacific Northwest region and how the railroad industry developed and how this industry influenced the food choices of Americans. <ul style="list-style-type: none"> <li>● Recognize that food choices, availability, and preferences are influenced by cultural, ethnic, historic, and geographical factors.</li> </ul> </li> <li>● Recognize how Asian immigration influenced the</li> </ul>	<p>Unit determined by dynamics of class ~between 2~3 weeks</p>
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	<p>cuisine of this region.</p> <ul style="list-style-type: none"> <li>● evaluate and explain the final results after completing this regional food.</li> <li>● create several recipes from the Pacific Northwest region.</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>-Hook students' interest with an entry question (What foods are popular in the Pacific Northwest region and have you tried any/what are your favorites?) to get them considering what kinds of foods are available.</li> <li>-Introduce the essential questions and discuss the unit's overall objectives of Foods in the Pacific Northwest region.</li> <li>-The Pacific Northwest region slideshow and video explaining the region specifically the climate, culture, agriculture, staple food dishes, and cooking methods/techniques.</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>-Have students research the Pacific Northwest region and find staple recipes via the Internet that they want to prepare in class.</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>-Students will prepare a variety of staple Pacific Northwest regional dishes in class as researched and planned.</li> <li>-Teacher and students will evaluate the finished products' overall results according to the Lab Plan evaluation sheet.</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>-Students will prepare their Pacific Northwest regional recipe they researched and planned as a culminating project~menu, travel brochure, etc. (students' choice)</li> <li>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</li> </ul>	
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<b>ADDITIONAL RESOURCES</b>	
<b>Teachers Notes:</b>	<ul style="list-style-type: none"> <li>● Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment</li> <li>● Real World Experiences- discussion of how the food industry has changed over the years.</li> </ul>

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- Includes TV' s role in expanding people's exposure to famous chef's
- How this can impact a career in the culinary arts

<p><b>UDL Guidelines: Presentation Methods (What)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for perception</li> <li>● Provide a variety of options for language and symbols</li> <li>● Provide a variety of options for comprehension</li> </ul>	<p><b>UDL Guidelines: Action &amp; Expression Methods (How)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options for physical action</li> <li>● Provide a variety of options for expressive skills and fluency</li> <li>● Provide a variety of options for executive functions</li> </ul>	<p><b>es: Engagement Methods (Why)</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of options to recruit interest</li> <li>● Provide a variety of options for sustaining effort &amp; persistence</li> <li>● Provide a variety of options for self-regulations</li> </ul>
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<b>DIVERSITY &amp; EQUITY INCLUSION</b>
<p><b>Content Area:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● To examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and</li> <li>● 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.</li> </ul>
<b>Unit Title: Diversity &amp; Equity Inclusion</b>
<b>Grade Level: 9th~12th</b>

**Integrative Summary:****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.

**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.

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.

**UnitLEARNING TARGETS/STANDARDS #****Midland Park Public Schools****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.

**21<sup>st</sup> 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 &amp; 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 &amp; 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:**

- 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

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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):**

- 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?
  - 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:**

- 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:***Students will...*

- 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 &amp; 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 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
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- o Allow extended time to answer questions
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● 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**

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

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<p>Islander community</p>	<p>of careers and success people from the LGBTQ community have accomplished</p> <ul style="list-style-type: none"> <li>• utilize the ways to accept &amp; welcome members of the Asian American &amp; Pacific Islander community</li> </ul> <p>-Hook students' interest with a picture of a famous Asian American &amp; Pacific Islander chef. Show how they have met hardships and roadblocks due to their cultural differences.</p>	
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### ADDITIONAL RESOURCES

**Teachers Notes:**

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

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