

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Family and Consumer Sciences

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	Middle School
Eligibility:	Grades 6-8
Credit Value:	N/A
Date Approved:	September 24, 2020

## TABLE OF CONTENTS

Course Description	3
Unit 1: Kitchen Safety and Introduction to Cooking Techniques	4
Unit 2: Measuring, Recipe Reading, and Dining Etiquette	7
Unit 3: Quick Breads	10
Unit 4: Nutrition and Healthy Eating	13
Unit 5: Grains	16
Unit 6: Dairy	19
Unit 7: Protein	22
Unit 8: Fruits	25
Unit 9: Vegetables	28
Unit 10: Consumerism	31
Unit 11: Career Exploration	34

### Course Description

The Edison Public School District is committed to improving the instruction and needs of each student as well as challenging them academically. *Family and Consumer Science* is a middle school elective program that will allow students to develop their understanding of basic cooking techniques while giving them a safe environment to take risks, think critically, and test new ideas.

This hands-on elective program will provide students with a general understanding of the ingredients, techniques and procedures used in the kitchen. As part of the coursework, students will progress through becoming proficient in the use of cooking tools and various equipment to utilizing ingredients to create basic meals, desserts, and breads. In addition to learning kitchen basics and safety fundamentals, students will learn to work effectively as part of a team, think creatively to solve problems, and apply their learning to new situations.

**Unit 1: Kitchen Safety and Introduction to Cooking Techniques**

**Targeted Standards:** 9.3HT-RFB.2, 9.3 HT-RFB.4, 9.3 HT-RFB.7, 9.3 HT-RFB.8 ,9.3 HT-RFB.10

**21st Century Skills/Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to identify essential kitchen tools and equipment and their uses, where to locate them, and demonstrate proficiency in using small and large kitchen equipment in a safe, organized and efficient manner. Students will understand that:

- Certain tools/equipment are needed for specific tasks.
- Accurate measurements are necessary for successfully preparing products.
- Proper food handling techniques are necessary to prevent illness.
- Accidents in the kitchen can be prevented.
- Cooperation, following directions, accountability, and time management are necessary skills for group tasks.

**Essential Questions:**

- Why is it important to identify and use proper tools to accomplish a given task?
- Why are the correct measuring techniques important for a successful product?
- Why is safety and sanitation important in the home and in the foods lab?
- What steps can be taken to prevent food-borne illnesses?
- What skills are necessary to work together in a group?

Core Content		Instructional Actions	
<p><b>Concepts</b> What students will know.</p>	<p><b>Skills</b> What students will be able to do.</p>	<p><b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections</p>	<p><b>Assessment</b> How students demonstrate their learning.</p>
<ul style="list-style-type: none"> <li>● Essential kitchen tools and equipment and their uses.</li> <li>● Proper procedures for safe and secure storage of equipment and tools.</li> <li>● Proper measuring techniques and use of small and large kitchen equipment.</li> <li>● Appropriate professional skills in safe handling of knives, tools, and equipment.</li> <li>● Strategies for reading and adjust a recipe yield.</li> <li>● Basic kitchen rules and safety and sanitation procedures.</li> <li>● Procedures for working safely with others in groups in a kitchen setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify tools and equipment and explain their use in the kitchen</li> <li>● Employ proper procedures for safe and secure storage of equipment and tools.</li> <li>● Explain and demonstrate proper measuring techniques</li> <li>● Use appropriate techniques in the safe handling of knives, tools, and equipment.</li> <li>● Adjust the measurements of ingredients to increase/decrease the yield.</li> <li>● Explain proper safety, sanitation and food handling techniques.</li> <li>● Practice good organizational skills in the kitchen setting.</li> <li>● Work safely with others in groups in a kitchen setting by carrying out the duties outlined by each kitchen “job.”</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills in a laboratory setting.</li> <li>● Preparation of a simple recipe using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the New Jersey Student Learning Standards in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final Edible Product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources including:
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
  - <https://tasty.co/>
  - <https://www.consumered.org/healthy-hygiene-with-kids>
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 2: Measuring, Recipe Reading, and Dining Etiquette**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

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- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of measurement, recipe reading, and dining etiquette. Students will understand that:

- Each ingredient in a recipe has a specific purpose.
- Accurate measurements are important in the development of a final product.
- Different procedures exist for measuring wet and dry ingredients.
- Recipes utilize a common language of standard abbreviations.
- Proper etiquette is an important part of the dining experience.

**Essential Questions:**

- What is the function of each basic ingredient in a recipe?
- Why is the accurate measurement of ingredients important?
- What are the different procedures for measuring wet and dry ingredients?
- What are the standard abbreviations of measurement?
- What etiquette techniques are a part of a proper dining experience?

Core Content		Instructional Actions	
<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment</b> How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● How basic ingredients function in recipes.</li> <li>● Methods of measurement and equivalents for dry and wet ingredients.</li> <li>● Standards of abbreviation for units of measurement.</li> <li>● Proper dining etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how ingredients function in the recipe.</li> <li>● Demonstrate proper methods of measurement for dry and wet ingredients.</li> <li>● Use and understand standard abbreviations in the development of simple recipes.</li> <li>● Use proper dining etiquette.</li> <li>● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills in a laboratory setting.</li> <li>● Preparation of recipes using appropriate skills, weights, measures and related/appropriate kitchen equipment for this unit of study.</li> <li>● Practical application of etiquette techniques as part of a dining simulation lab.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b>                      Infused within the unit are connections to the New Jersey Student Learning Standards in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Peer Checklists</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final Edible Product</li> </ul>



**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources on cooking fundamentals, measurements, and kitchen etiquette including:
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 3: Quick Breads**

**Targeted Standards:** NJSL: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of kitchen fundamentals, mixing techniques, safe use of equipment, and sanitation procedures to creating quick breads. Students will understand that:

- Each ingredient has a specific purpose.
- Different mixing methods are used to produce quick bread products and success is dependent upon proper technique.
- Addition/substitution of certain ingredients can increase the nutritional value of quick breads.
- The function of leavening agents in creating edible products.

**Essential Questions:**

- What is the function of each basic quick bread ingredient?
- What are the differences between the muffin and biscuit methods of mixing?
- What is the nutritional value of quick breads in the diet?
- What is the proper way to store this item?
- What is the function of a leavening agent in a recipe?
- How do substituting ingredients affect the overall baking process?

Core Content		Instructional Actions	
Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment How students demonstrate their learning.
<ul style="list-style-type: none"> <li>• How basic ingredients function in quick breads.</li> <li>• The steps in the biscuit and muffin methods of mixing quick breads.</li> <li>• Several types and varieties of quick breads available.</li> <li>• The main nutrients in quick breads.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how ingredients function in the recipe.</li> <li>• Demonstrate both biscuit and muffin methods of mixing quick breads.</li> <li>• Compare and contrast types and varieties of quick breads.</li> <li>• Identify the main nutrients in quick breads.</li> <li>• Explain how to increase the nutritional value of quick breads.</li> <li>• Apply principles of safety and sanitation.</li> <li>• Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>• Practical application of concepts and skills in a laboratory setting</li> <li>• Preparation of recipes including:                             <ul style="list-style-type: none"> <li>○ Pour batters: pancakes</li> <li>○ Drop batters: muffins, biscuits, pumpkin bread</li> <li>○ Soft doughs: biscuits, cookies (holiday)</li> </ul> </li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b>                      Infused within the unit are connections to the New Jersey Student Learning Standards in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Worksheets</li> <li>• Lab Evaluations</li> <li>• Do Nows</li> <li>• Exit Slip</li> <li>• Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Quizzes</li> <li>• Practical Tests</li> <li>• Final edible product</li> </ul>

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  - <https://www.epicurious.com/>
- Supplemental worksheets
- Vocabulary worksheets
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

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- Immersion for ESL students
- IEP adjustments as needed per student
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**Unit 4: Nutrition and Healthy Eating**

**Targeted Standards:** NJSL: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of foods' nutritional values to making more informed choices. Students will understand that:

- Filling half your plate with fruits and vegetables, the other with a protein and grains along with a low-fat dairy will give you a well-balanced meal and a nutritious diet.
- Evaluating the nutrition information on food labels to compare products can help to make informed decisions.
- There are short and long-term benefits and consequences of healthy eating and physical activity.
- Dietary requirements differ with a person's age, weight, and exercise routine.
- Nutrients have an effect on health, appearance and optimal performance.
- Using specific strategies can help when making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.

**Essential Questions:**

- How can one make nutritional food choices for a healthy diet?
- How can goal setting improve one's health?
- How can it be determined if a food choice is appropriate?
- How does simple math apply to healthy eating?
- What is the role of different nutrients as they relate to a person's health and wellness?
- What are the short and long-term benefits and consequences of healthy eating and physical activity?
- How can nutrition labels help one make more informed decisions in regard to diet and overall wellness?

Core Content		Instructional Actions	
Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment How students demonstrate their learning.
<ul style="list-style-type: none"> <li>• The six nutrients are fat, protein, carbohydrates, vitamins, minerals, water.</li> <li>• "Nutrition Facts" labels help to identify healthy food choices and eating behaviors.</li> <li>• Strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school</li> <li>• How to create a well-balanced daily menu using current dietary guidelines.</li> <li>• The " My Plate" Guidelines and individual sections.</li> <li>• The effects of nutrients on health, appearance and optimal performance.</li> <li>• Short and long-term benefits and consequences of healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of the six nutrients and give examples of good sources.</li> <li>• Compare and contrast the nutritional value of foods.</li> <li>• Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.</li> <li>• Evaluate their own diets and food choices.</li> <li>• Analyze sources of food and nutritional labels information including food labels, related to health and wellness</li> <li>• Analyze the effect of nutrients on health, appearance and optimal performance.</li> <li>• Create a well-balanced daily menu using current dietary guidelines.</li> <li>• Apply various dietary guidelines in planning</li> <li>• to meet nutrition and wellness needs.</li> <li>• Demonstrate the ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>• Practical application of concepts and skills in a laboratory setting.</li> <li>• Preparation of recipes that consider the nutritional value of ingredients.</li> <li>• Higher-order activities that call for students to:                             <ul style="list-style-type: none"> <li>○ Identify the six essential nutrients and their functions</li> <li>○ Compare and contrast food labels</li> <li>○ Create a menu plan using nutritional guidelines</li> </ul> </li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Worksheets</li> <li>• Lab Evaluations</li> <li>• Do Nows</li> <li>• Exit Slip</li> <li>• Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Quizzes</li> <li>• Practical Tests and Labs</li> <li>• Final edible product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources including:
  - <https://www.choosemyplate.gov/>
  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
- Supplemental worksheets and videos
- Vocabulary worksheets
- Supplemental culinary texts and recipe

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 5: Grains**

**Targeted Standards:** NJSLs: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

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- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of grains to creating healthy and nutritious meals and dishes. Students will understand that:

- Grains are a healthy component of our daily diets.
- Grains, namely wheat, corn, quinoa, and rice, are high protein and fiber foods.
- Properly storing grains is an important part of the cooking process.
- Using the correct kitchen tools and equipment for the preparation of grains will complete cooking tasks in the easiest manner with the best results.
- Understanding how to measure ingredients is essential for a successful food product.
- Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

**Essential Questions:**

- How are grains classified?
- Why is it important to properly store grains?
- Why are grains an important part of a healthy diet?
- Why are grain products a good supplement to protein foods?
- Why is it important to have safety and sanitation knowledge in the kitchen when preparing and cooking grains?
- How are kitchen tasks related to the preparation of grains completed using kitchen tools and equipment?
- Why is it important to understand how to measure and convert amounts of ingredients?



Core Content		Instructional Actions	
<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment</b> How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● Understand terminology related to preparing recipes involving different grains</li> <li>● Properly storing grains is an important part of the cooking process.</li> <li>● Grains are an important part of a healthy diet.</li> <li>● Different grains are prepared using different procedures and kitchen tools.</li> <li>● Different grain products are more nutritious than others.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify terminology while reading recipes prepared with grains.</li> <li>● Store grains to lengthen shelf life while keeping them high in nutrients.</li> <li>● Develop a nutritional menu with a grain product as the main ingredient.</li> <li>● Explain why different grain products are more nutritious than others.</li> <li>● Integrate whole grains into a healthy diet.</li> <li>● Prepare grains using appropriate kitchen tools and procedures.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills related to grains in a laboratory setting.</li> <li>● Preparation of recipes that incorporate grains by using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final edible product</li> </ul>

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  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 6: Dairy**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of dairy products to creating healthy and nutritious meals and dishes. Students will understand that:

- Dairy products are a healthy component of our daily diets.
- Properly storing dairy products is an important part of the cooking process.
- Using the correct kitchen tools and equipment for the preparation of different dairy-based products will complete cooking tasks in the easiest manner with the best results.
- The application of heat needs to be regulated to ensure quality when heating or cooking dairy products
- Understanding how to measure ingredients is essential for a successful food product.
- Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

**Essential Questions:**

- Why is it important to properly store dairy products?
- How does temperature impact or affect the quality of milk and milk products?
- Why are dairy products an important part of a healthy diet?
- Why is it important to have safety and sanitation knowledge in the kitchen when preparing and using dairy products?
- How are kitchen tasks related to dairy products completed using proper kitchen tools and equipment?
- Why is it important to understand how to measure and convert amounts of ingredients?

Core Content		Instructional Actions	
<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment</b> How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● Understand terminology related to preparing dairy-based recipes.</li> <li>● Properly storing dairy products is an important part of the cooking process in order to prevent food-borne illnesses.</li> <li>● Dairy products are an important part of a healthy diet.</li> <li>● Dairy products are a major source of the mineral calcium and vitamin D and both are critical to healthy bones.</li> <li>● Milk and milk products are nutrient dense foods that have varying fat content.</li> <li>● Different dairy products are handled and prepared using different procedures and kitchen tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify terminology while reading recipes prepared with dairy products.</li> <li>● Properly store different dairy products.</li> <li>● Identify causes of and ways to prevent food-borne illnesses related to dairy products.</li> <li>● Explain illnesses that are caused by a calcium deficiency.</li> <li>● Incorporate milk products as part of their daily diets.</li> <li>● Identify foods that provide a significant source of calcium and vitamin D and alternates for those who are lactose intolerant.</li> <li>● Prepare and handle different dairy products using appropriate kitchen tools and procedures.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills related to dairy products in a laboratory setting.</li> <li>● Preparation of dairy-based recipes using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final edible product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources including:
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 7: Protein**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of proteins, including eggs, to creating healthy and nutritious meals and dishes. Students will understand that:

- Proteins, including eggs, are a healthy component of our daily diets.
- The proper handling of eggs is an important part of the cooking process.
- Using the correct kitchen tools and equipment for the preparation of eggs and other proteins will complete cooking tasks in the easiest manner with the best results.
- Understanding how to measure ingredients is essential for a successful food product.
- Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

**Essential Questions:**

- What are proteins?
- Why is it important to properly handle eggs and other proteins?
- Why are proteins an important part of a healthy diet?
- Why is it important to have safety and sanitation knowledge in the kitchen when preparing and cooking different proteins?
- How are kitchen tasks related to the preparation of different proteins completed using kitchen tools and equipment?
- Why is it important to understand how to measure and convert amounts of ingredients?

Core Content		Instructional Actions	
<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment</b> How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● Understand terminology related to preparing recipes that involve proteins.</li> <li>● Proper handling of different proteins, including eggs, is an important part of the cooking process in order to prevent food-borne illnesses.</li> <li>● Proteins are an important part of a healthy diet.</li> <li>● Parts of the egg and terminology related to egg preparation.</li> <li>● Different proteins are prepared using different procedures and kitchen tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify terminology while reading recipes prepared with proteins.</li> <li>● Handle proteins, including eggs, appropriately while keeping them high in nutrients.</li> <li>● Identify causes of and ways to prevent food-borne illnesses related to proteins.</li> <li>● Identify the parts of the</li> <li>● Egg and read recipes that utilize egg terminology.</li> <li>● Create menus and prepare eggs as the main protein of the meal.</li> <li>● Prepare proteins using appropriate kitchen tools and procedures.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills related to proteins (including eggs) in a laboratory setting.</li> <li>● Preparation of protein recipes using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLS in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final edible product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

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  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments



**Unit 8: Fruits**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of fruits to creating healthy and nutritious meals and dishes. Students will understand that:

- Fruits are a healthy component of our daily diets.
- Fruits fall under different classifications.
- Properly cleaning and storing fruits is an important part of the cooking process.
- Using the correct kitchen tools and equipment for the preparation of fruits will complete cooking tasks in the easiest manner with the best results.
- Understanding how to measure ingredients is essential for a successful food product.
- Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

**Essential Questions:**

- How are fruits classified?
- Why is it important to properly clean fruits?
- Why are fruits an important part of a healthy diet?
- Why is it important to have safety and sanitation knowledge in the kitchen when preparing and cooking fruits?
- How are kitchen tasks related to the preparation of fruits completed using kitchen tools and equipment?
- Why is it important to understand how to measure and convert amounts of ingredients?

Core Content		Instructional Actions	
<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment</b> How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● Understand terminology related to preparing fruit recipes.</li> <li>● Properly cleaning and storing fruits is an important part of the cooking process in order to prevent food-borne illnesses.</li> <li>● Fruits are an important part of a healthy diet.</li> <li>● Fruits are classified in different ways based on which part of the plant is eaten.</li> <li>● Fruit that is low in ascorbic acid will brown.</li> <li>● Different fruits are prepared and preserved using different procedures and kitchen tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify terminology while reading recipes prepared with fruits.</li> <li>● Wash, drain and store fruits to lengthen shelf life while keeping them high in nutrients.</li> <li>● Identify causes of and ways to prevent food-borne illnesses related to fruits.</li> <li>● Classify fruits based on which part of the plant is eaten.</li> <li>● Prevent the oxidation of fruit by coating the fruit with ascorbic acid or a liquid that contains Vitamin C.</li> <li>● Prepare and preserve different fruits using appropriate kitchen tools and procedures.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills related to fruits in a laboratory setting.</li> <li>● Preparation of fruit recipes using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests and Labs</li> <li>● Final edible product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

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  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 9: Vegetables**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of vegetables to creating healthy and nutritious meals and dishes. Students will understand that:

- Vegetables are a healthy component of our daily diets.
- Vegetables fall under different classifications.
- Properly cleaning and storing vegetables is an important part of the cooking process.
- Using the correct kitchen tools and equipment for the preparation of vegetables will complete cooking tasks in the easiest manner with the best results.
- Understanding how to measure ingredients is essential for a successful food product.
- Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

**Essential Questions:**

- How are vegetables classified?
- Why is it important to properly clean vegetables?
- Why are vegetables an important part of a healthy diet?
- Why is it important to have safety and sanitation knowledge in the kitchen when preparing and cooking vegetables?
- How are kitchen tasks related to the preparation of vegetables completed using kitchen tools and equipment?
- Why is it important to understand how to measure and convert amounts of ingredients?

Core Content		Instructional Actions	
Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment How students demonstrate their learning.
<ul style="list-style-type: none"> <li>• Understand terminology related to preparing vegetable recipes.</li> <li>• Properly cleaning and storing vegetables is an important part of the cooking process in order to prevent food-borne illnesses.</li> <li>• Vegetables are an important part of a healthy diet.</li> <li>• Vegetables are classified in different ways based on which part of the plant is eaten.</li> <li>• Different vegetables are prepared using different procedures and kitchen tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify terminology while reading recipes prepared with vegetables.</li> <li>• Wash, drain and store vegetables to lengthen shelf life while keeping them high in nutrients.</li> <li>• Identify causes of and ways to prevent food-borne illnesses related to vegetables.</li> <li>• Classify vegetables based on which part of the plant is eaten.</li> <li>• Prepare different vegetables using appropriate kitchen tools and procedures.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>• Practical application of concepts and skills related to vegetables in a laboratory setting.</li> <li>• Preparation of vegetable recipes using appropriate skills, weights, measures and related/ appropriate kitchen equipment for this unit of study.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Worksheets</li> <li>• Lab Evaluations</li> <li>• Do Nows</li> <li>• Exit Slip</li> <li>• Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Quizzes</li> <li>• Practical Tests and Labs</li> <li>• Final edible product</li> </ul>

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources including:
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  - <https://www.nutrition.gov/topics/basic-nutrition/myplate-resources>
  - <https://www.usda.gov/media/blog/2017/09/26/back-basics-all-about-myplate-food-groups>
  - <https://tasty.co/>
  - <https://www.allrecipes.com/>
  - <https://www.epicurious.com/>
- Supplemental worksheets and videos
- Supplemental culinary texts and recipes

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 10: Consumerism**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of consumerism to make more informed choices in regard to grocery selection of the purchasing of foods. Students will understand that:

- Different factors make someone a “wise consumer.”
- Stores use a variety of different tactics to sell more products.
- There are pros and cons when it comes to prepackaged foods.

**Essential Questions:**

- What makes someone a “wise consumer?”
- What tactics do stores use to sell more products?
- What are the pros and cons of pre-packed foods?
- What strategies and ideas go into creating a budget?
- How can comparison shopping save a consumer money?

Core Content		Instructional Actions	
Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment How students demonstrate their learning.
<ul style="list-style-type: none"> <li>● Factors that make someone a “wise consumer.”</li> <li>● Tactics and strategies that stores use to sell more products.</li> <li>● Knowing how to comparison shop can save you a lot of money.</li> <li>● Pros and cons of pre-packaged foods.</li> </ul>	<ul style="list-style-type: none"> <li>● Make informed decisions when it comes to purchasing groceries and food.</li> <li>● Identify the strategies that stores use to sell more products.</li> <li>● Explain the pros and cons of pre-packaged foods.</li> <li>● Create a simple budget.</li> <li>● Apply concepts of comparison shopping to save money.</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>● Practical application of concepts and skills in a laboratory/hands-on setting.</li> <li>● Create a basic budget based on a fictional scenario.</li> <li>● Conduct a comparison shopping exercise</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSLs in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Participation</li> <li>● Worksheets</li> <li>● Lab Evaluations</li> <li>● Do Nows</li> <li>● Exit Slip</li> <li>● Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Quizzes</li> <li>● Practical Tests</li> <li>● Final edible product</li> </ul>



**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

- District-Issued Device
- Appropriate articles, websites, and resources on consumerism and budgeting including:
  - <https://www.aafcs.org/about/about-us/what-is-fcs>
  - <https://www.common sense.org/education/lesson-plans/budgeting>
  - <https://www.ngpf.org/curriculum/budgeting/>
- Supplemental worksheets

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Recipe modifications based on students' dietary and cultural needs
- Immersion for ESL students
- IEP adjustments as needed per student
- Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments

**Unit 11: Career Exploration**

**Targeted Standards:** NJSLS: 9.3 HT-RFB.2 9.3 HT-RFT.4, 9.3 HTRFB.7,9.3 HT-RFB.8, 9.3HT-RFB.10

**21st Century Skills/Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unit Objectives/Enduring Understandings:** Students will be able to apply knowledge of careers in the hospitality and food industries. Students will understand that:

- There are a number of career choices that relate to nutrition, food, and hospitality.
- There are many steps, jobs, and people involved in getting foods to a grocery store or restaurant table.
- The food industry is a multi-million dollar industry with many layers.

**Essential Questions:**

- What kinds of career choices are available in the nutrition, foods, and hospitality industries?
- How does a particular food make its way to a grocery store shelf or restaurant table?

Core Content		Instructional Actions	
Concepts What students will know.	Skills What students will be able to do.	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment How students demonstrate their learning.
<ul style="list-style-type: none"> <li>• Hospitality is the leading industry in New Jersey, employing more people than any other major industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the career choices related to nutrition, food and hospitality.</li> <li>• Realize that a hospitality</li> </ul>	<p><b>General Activities:</b></p> <ul style="list-style-type: none"> <li>• Research and list the jobs and workers who are involved in producing, processing, and</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Worksheets</li> </ul>

<ul style="list-style-type: none"> <li>• People will have changed their careers ten times before they retire.</li> <li>• Many people use hospitality as a stepping stone into other careers or part time work.</li> <li>• The food industry is a big business with many layers.</li> </ul>	<p>career could be a temporary or permanent opportunity for wage earning.</p> <ul style="list-style-type: none"> <li>• Explain the process foods go through before the grocery store.</li> <li>• Discuss the different jobs that make it possible to put food on the table.</li> </ul>	<p>distributing food.</p> <ul style="list-style-type: none"> <li>• Research and discuss careers related to foods, nutrition and hospitality.</li> <li>• Take a personal inventory about careers and research FCS careers related to a student's personal inventory.</li> <li>• Practical application of concepts and skills by taking on different food industry roles in a laboratory setting.</li> </ul> <p><b>Technology Implementation:</b> When appropriate, understand and use technology systems, select and use applications effectively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.</p> <p><b>Interdisciplinary Connections</b> Infused within the unit are connections to the NJSL Standards in Science, Language Arts, and Mathematics as listed in the following standards: 5.2.12.C.1; RI.9-10.4; and G-CO.12</p>	<ul style="list-style-type: none"> <li>• Lab Evaluations</li> <li>• Do Nows</li> <li>• Exit Slip</li> <li>• Discussions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Quizzes</li> <li>• Practical Tests</li> <li>• Final edible product</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> <li>• District-Issued Device</li> <li>• Appropriate articles, websites, and resources including:             <ul style="list-style-type: none"> <li>○ <a href="https://www.aafcs.org/about/about-us/what-is-fcs">https://www.aafcs.org/about/about-us/what-is-fcs</a></li> <li>○ <a href="https://fcclainc.org/">https://fcclainc.org/</a></li> </ul> </li> <li>• Supplemental worksheets</li> </ul>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• Recipe modifications based on students' dietary and cultural needs</li> <li>• Immersion for ESL students</li> <li>• IEP adjustments as needed per student</li> <li>• Purposeful small group instruction to target specific needs and misunderstandings based on formative assessments</li> </ul>		