

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

Pascack Hills High School, Montvale, NJ
Pascack Valley High School, Hillsdale, NJ

Course Name: Daily Food Preparation and Nutrition Skills I

Born On: August, 2015
Previous Revision: July, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: Daily Food Preparation and Nutrition Skills I

The Daily Food Preparation and Nutrition Skills Course is designed to help students within the Pascack Valley Regional High School District to acquire food selection, handling, preparation and nutrition skills necessary for living on their own after high school. Students will also learn proper table setting and etiquette practices with a focus on interpersonal communication and behavior while dining in a social setting. Topics will include safety, reading a recipe, measuring, food preparation, nutrition, shopping, budgeting, maintaining a healthy lifestyle, and becoming an informed consumer. The course will include group work, guest speakers, videos, shopping trips, Internet research, and many hands-on activities.

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy

- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)

Family & Consumer Science and Technology Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes

- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

Instructional resources are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

Assessments

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

9.1 Personal Financial Literacy

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology

- Planning & Budgeting
- Risk Management and Insurance

9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
 - Content mastery (which standards are being assessed)
 - Analysis of content
 - Skills development
 - Connections between and among essential learnings
 - Connections between the past, present, and the future
 - Interdisciplinary connections
 - Diversity in student learning styles and needs
 - Opportunities for democratic participation
2. How are goals of instruction and assessment related?
 - Are the goals for learning actually being assessed?
 - To what degree are we asking students to extend learning?
 - Can students transfer their learning to a new situation?
 - Does the assessment reflect what is valued instructionally?
 - Does the assessment benefit the learner by informing teaching practices?
 - Does the assessment allow for a variety of learners to demonstrate their understanding?
3. What should you consider as you develop criteria for scoring?
 - How many ways can students demonstrate they have learned the material?
 - How will students be scored?
 - How will the needs of a variety of learners be addressed with this assessment?
 - Does the scoring tool reflect the learning goals?
4. What are the most constructive assessment designs and methods for music educators?
 - Performance assessment
 - Authentic assessment
 - Authentic instruction
 - Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations

- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner’s unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic

- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation Strategies and Techniques that apply to FACS</p> <p>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing 	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<ul style="list-style-type: none"> ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 		<p>instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple English or student’s language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students’ language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. 	<p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster</p>	<p>Classroom Organization: Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and</p>

	<ul style="list-style-type: none"> ● Concept <i>Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● Giving Directions-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. 	<p>understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information 	<p>engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure</p>	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is</p>

	<p>concrete.</p> <ul style="list-style-type: none"> ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. ● Assign buddies/peer tutors to assist with acclimation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. 	<p>that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts 	<p>essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p>	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and</p>

	<p>same content</p> <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with hands--on activities. ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. ● Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> ● Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Peer-teach · Provide choices to students <p>Sample Resources: EduTopia</p>	<p>multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Use preferred response mode (written, dictated, or oral) Response Formats · Peer-teach · Provide choices to students
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Daily Food Preparation & Nutritional Skills I	
Unit 1: Intro to Course	1 week
Unit 2: The Foods Lab	3 weeks
Unit 3: Safety and Use of Utensils and Appliances	3-4 weeks
Unit 4: Measuring	1-2 weeks
Unit 5: Reading a Recipe	1-2 weeks
Unit 6: Food Preparation	4-6 weeks
Unit 7: Table Setting and Etiquette	1-2 weeks
Unit 8: Shopping	2 weeks
Unit 9: Nutrition	2-3 weeks
Unit 10: Applying and Practicing Course Skills	13-15 weeks

Daily Food Preparation and Nutrition Skills I

Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSL):

<p>Intro to course:</p> <ul style="list-style-type: none"> • Identify knowledge and skills necessary for independent living as it relates to Food Preparation and Nutrition. • Become familiar with the teacher and other students in the class. • Become familiar and begin practicing classroom procedures. • Begin assembly of course cookbook. 	<ul style="list-style-type: none"> • Students discuss what they would like to learn/expectations in the course. Create poster/presentation • Teacher provides students with course expectations • Teacher discussion/review of procedures/expectations • “Get to know you” activity • Students bring in a notebook with 5 dividers (Breakfast, Lunch, Dinner, References) They create a cover for the cookbook 	<ul style="list-style-type: none"> • Laptops or poster board • Hand out on course requirements and expectations. • Handout on classroom procedure • Laptops to create cookbook covers. 	<ul style="list-style-type: none"> • Results of Get to Know you Activity • Course Cookbook set up with cover and dividers. 	<p>Standard 9.2</p>
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>The Foods Lab</u></p> <p>Students will:</p>	<ul style="list-style-type: none"> • Brainstorm – how people can get hurt in a kitchen setting. • Safety Hazard Hunt 	<ul style="list-style-type: none"> • Laptops • Safety worksheet 	<ul style="list-style-type: none"> • Quiz on safety • Teacher observation of student performance 	<p>Standard 9.2</p>

<ul style="list-style-type: none"> • Become familiar with safety and health procedures in the foods lab. • Become familiar with proper lab procedures and responsibilities. • Demonstrate proper lab procedures. • Identify and use proper methods for storing foods safely in the kitchen. • Identify spoiled foods and properly dispose of them. • Wash hands correctly. • Wash Dishes correctly. 	<ul style="list-style-type: none"> • Identify safety hazards in a teacher demonstration done wrong. • Safety worksheet • Teacher/student discussion on safety and health procedures. • Overview of Lab procedures and why they are necessary. • Hand washing/sanitation expectations • Students create a list of safety rules for the kitchen. (This will go in reference section of cookbook) 	<ul style="list-style-type: none"> • “Safety in the Kitchen” video • Time-work plan • Student labs- Teacher and student directed • Kitchen items used for safety review/demonstration 	<ul style="list-style-type: none"> • Student participation in all activities • Student Self-Assessment • List of safety rules for kitchen 	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><u>Content Theme: Safety and Use of Utensils and Appliances</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify several different cooking utensils and 	<ul style="list-style-type: none"> • Groups of two are assigned an appliance or utensil. They will report to the class on safety issues and how to use the appliance or utensil safely. 	<ul style="list-style-type: none"> • Laptops for games/presentations • Utensils and laminate cards for matching games. 	<ul style="list-style-type: none"> • Quiz on Utensil and appliance identification and use. • Teacher evaluation of student performance in labs. 	<p><u>Standard 9.2</u></p>

<p>describe their use</p> <ul style="list-style-type: none"> ● Identify several different appliances and describe function. ● Explain and practice safety precautions for various appliances and utensils. ● Correctly operate common appliances: a microwave, blender, toaster, can opener, oven, and refrigerator. ● Correctly select and use common kitchen utensils: peeler, grater, and pizza cutter. 	<ul style="list-style-type: none"> ● Scavenger Hunt to find where utensils are located in the room. ● Game – Identify the Utensils (Students pick a utensil out of a bag and another student has to identify). ● Teacher demonstration and student lab to practice using blender, toaster, can opener, oven and refrigerator with an extended focus on microwave for easy meal prep 	<ul style="list-style-type: none"> ● Grocery bags to put utensils in for identification games. ● Kitchen utensils/appliances and ingredients for labs 	<ul style="list-style-type: none"> ● Student participation in all activities 	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>Measuring</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Develop the skills necessary for proper measuring techniques. 	<ul style="list-style-type: none"> ● Demonstration of measuring utensils and how to use them for different types of ingredients. ● Watch a video on how to measure. 	<ul style="list-style-type: none"> ● Measuring utensils ● Flour, salt, brown sugar, colored water for measuring practice 	<ul style="list-style-type: none"> ● Practical quiz – Students given ingredients and they need to measure correctly using the correct measuring tool. Students will be asked to describe what they are doing. 	<p><u>Standard 9.2</u></p>

<ul style="list-style-type: none"> ● Measure correctly liquid and dry ingredients. ● Identify liquid measures, dry measures, and measuring spoons. ● Select the appropriate measurement tool for various ingredients and amounts. 	<ul style="list-style-type: none"> ● Teacher demo on how to measure. ● Students practice measuring different types of liquid and dry ingredients. ● Students take a video of themselves measuring various ingredients. ● Students create measuring references. (Take a picture of each measuring tool, label and describe what it is used for) ● Game matching measuring utensil with Ingredient to be measured 	<ul style="list-style-type: none"> ● Measuring worksheet ● “Measure Up” DVD ● You tube videos on measuring. ● Laptops ● Online matching game ● Students created videos of themselves measuring 	<ul style="list-style-type: none"> ● Student created videos of themselves measuring 	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>Reading a Recipe</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify abbreviations often used in recipes. ● Acquire knowledge about and define 	<ul style="list-style-type: none"> ● Abbreviation worksheet ● Abbreviation matching game on laptop. ● Teachers will provide students with cooking terms glossary. ● Students create a poster for a couple of cooking terms from the glossary and 	<ul style="list-style-type: none"> ● Worksheets for Abbreviations ● Laptops – variety of activities 	<ul style="list-style-type: none"> ● Quiz- Abbreviations Quiz- Cooking Terms ● Cooking Terms Posters ● Abbreviations cookbook reference page 	<p><u>Standard 9.2</u></p>

<p>basic cooking terminology.</p> <ul style="list-style-type: none"> Identify the parts of a recipe. Follow a simple recipe in sequence. Establish and practice a routine for completing recipes. 	<p>present to the class. (Term, definition, and picture)</p> <ul style="list-style-type: none"> Teacher/Student brainstorm and discussion about what information is found in a recipe and how it is presented. Read and describe the steps of a recipe. Assemble the utensils needed for a recipe. Put in place the procedures for completing a recipe (lab) <ol style="list-style-type: none"> Read recipe completely Grocery list What Utensils/Pans do you need? (list) Shopping(list) Assemble materials Prepare Evaluate <p>• Create a reference page for cookbook – Common abbreviations.</p>	<ul style="list-style-type: none"> Print out of Cooking Glossary Poster board/, markers, Laptops Cookbooks Reading a Recipe worksheet Step by Step chart for completing a Recipe 		
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>Food Preparation</u> Students will:</p> <ul style="list-style-type: none"> Wash hands, wear clean clothes, aprons, and tie back hair during food preparation. Organize, open, cut, chop, and otherwise 	<p>Breakfast Labs</p> <ul style="list-style-type: none"> Pancakes French Toast Eggs-Fried, scrambled hard boiled, soft boiled Toast Instant Oatmeal Muffins Smoothies <p>Lunch Labs</p>	<ul style="list-style-type: none"> Recipes Kitchen Lab ingredients, Utensils, Appliances 	<p>Lab Rubric</p> <ul style="list-style-type: none"> Teamwork Following directions Clean-up Following lab and recipe procedures previously established 	<p><u>Standard 9.2</u></p>

<p>prepare food for a recipe/meal.</p> <ul style="list-style-type: none"> Wash and clean food as needed for a recipe. Use preparation techniques such as pare, chop, grate, peel, and slice to complete recipes. Select the proper utensils and equipment for the food preparation. Use correct measuring tools and techniques Follow the lab and safety procedures. Sample a variety of different foods with different textures, colors, and flavors. 	<ul style="list-style-type: none"> Sandwiches PB&J, Grilled Cheese, BLT. Soup-tomato and Vegetable Pita/English muffin pizza Ham & Cheese roll ups Quesadillas Stuffed Tortilla Wraps Burgers Egg Salad <p>Snacks/Sides</p> <ul style="list-style-type: none"> Apples & Peanut Butter Soft Pretzels Zucchini Sticks Roasted Vegetables Fruit Salad Crinkle Fries Cheesy Bread Sticks Nachos Pita Chips and Dip 		<ul style="list-style-type: none"> Using proper measuring techniques Using proper Utensils and appliances correctly and following the safety rules and lab procedures previously established. 	
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p><u>Content Theme: Table Setting and Table Etiquette</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Set the table using the appropriate items (knife, fork, spoon, glass, plate and napkin) and place them in the correct positions. 	<ul style="list-style-type: none"> Students identify all of the utensils needed for a basic table setting. Students practice putting the utensils in the proper table setting position. Students create a placemat and laminate. They create the items for the table setting and practice placement. 	<ul style="list-style-type: none"> Butter knives, teaspoons, soup spoons, glasses, plates, napkins, placemats, forks Laptops 	<ul style="list-style-type: none"> Practical table setting quiz Placemat interactive chart students create. Labeled table setting picture. List of manners and table etiquette. 	<p><u>Standard 9.2</u></p>

<ul style="list-style-type: none"> List and practice proper table manners and etiquette for when eating at home and out in a restaurant. 	<ul style="list-style-type: none"> Students create a proper table setting and use a laptop to take a picture of the setting. Print out pictures and label the parts of the setting. (This reference will be placed in cookbook) Students brainstorm proper table etiquette rules and why they are important. Use the Internet to research proper table etiquette. Students compile a list of proper manners/etiquette individually and then share with the group. If someone has something they do not have, they add to their list. (This will become a cookbook reference page.) 			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>Shopping</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Research, select, shop and purchase grocery items. Prepare a shopping list and organize by grocery store section. Complete an online shopping order. 	<ul style="list-style-type: none"> Students compile shopping lists from recipes. Students use grocery store flyers/internet to see if any items from their list are on sale. Students compare prices at different shopping locations 	<ul style="list-style-type: none"> Recipes Grocery Store Flyers Laptops 	<p>Organized shopping lists</p> <p>Shopping trip rubric</p> <ul style="list-style-type: none"> Maneuver cart Compare prices Select correct items Complete online grocery order 	<p><u>Standard 9.2</u></p>

<ul style="list-style-type: none"> ● Read a grocery store flyer to identify items for a shopping list. ● Maneuver a shopping cart through the grocery store, compare prices, and select items to purchase. 	<ul style="list-style-type: none"> ● Discuss how food is organized in the store, sections and how you can organize your trip to be more efficient. ● Students plan shopping trips and go to the grocery store to purchase items on their list. (Group items purchasing by store section) ● Students use the Internet to place an online grocery order. 			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: <u>Nutrition</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Differentiate between healthy and unhealthy food choices. ● Identify foods that are not essential to good nutrition. (empty calories) ● Identify some of the superfoods. ● Identify the different MyPlate food groups and place foods within each group. 	<ul style="list-style-type: none"> ● Students pull out pictures from magazines and store flyers or internet of foods that they like and then sort foods into healthy and unhealthy foods. ● Discuss with students their favorite snack foods. Have them look at the ingredients in these foods and determine how healthy they are? ● Look at the sugar content of favorite student foods and drinks. Have students measure out sugar so they can see how much is in these foods. 	<ul style="list-style-type: none"> ● Magazines and Grocery Store flyers. ● Laptops Food labels Recipes ● Videos – “Eat Smart” “How much should I Eat” ● Poster board, markers 	<ul style="list-style-type: none"> ● Quiz – Sort Healthy foods from Unhealthy food choices. ● Superfoods List ● Nutritious meal plan ● Healthy Foods Labs ● Diet Analysis and evaluation ● Reflection on what they learned about nutrition and what information they will try and use in their own consumption planning. 	<p><u>Standard 9.2</u></p>

<ul style="list-style-type: none">● Differentiate between healthy and unhealthy snacks.● Create nutritious meal plans.● Select and prepare Healthy Recipes.● Analyze their own diet and determine changes that would lead to a healthier lifestyle.● Students examine information on Food Labels.	<ul style="list-style-type: none">● Discuss empty calories and identify foods in this category.● Discuss super foods and foods that fall into this category.● Students look up Super Foods on the Internet and create a list of some of the super foods they like to eat● Explore choosemyplate.com● Students make a small poster of the plate and organize foods within each section to make a meal.● Video “Eat Smart”● Video “How much should I Eat”● Students create a healthy meal plan for 1 day.● Students track what they eat for● 1 day and then evaluate what healthy foods they ate, empty calories and determine how they could change eating habits to become healthier.● Students prepare some healthy recipes, especially fruits and vegetables (roasted vegetables, fruit salad.● Students bring in some packaging from their favorite foods. As a group we look at the information found on the food label.			
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Objectives	Activities & Experiences	Materials	Evaluation	New Jersey Student Learning Standards (NJSLS):
<p>Content Theme: Apply and Practice Course Skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use the skills they learn in the course to participate in competitions, holiday activities, and special projects. 	<ul style="list-style-type: none"> • Create a Pizza contest. • Other Food Competitions • Halloween Activity (Dirt Cups) • Thanksgiving Activity (Pumpkin Pie using ready crust) • Holiday edible gifts • Healthy Super Bowl Foods • Valentines Molded Chocolates • Irish Soda Bread • Create a course cookbook • Final meal plan project <ol style="list-style-type: none"> 1. Plan meal 2. Prepare grocery list 3. Complete shopping 4. Prep and Prepare Meal 5. Serve meal 6. Evaluate • Participate in a culminating course activity (Arts Festival) 	<ul style="list-style-type: none"> • Recipes • Final project directions and rubric. • Rubrics for participation in activities. 	<ul style="list-style-type: none"> • Labs – Using Rubric Final Meal Plan Project Course Cookbook • Participation in Culminating Activity (Arts Festival) 	<p><u>Standard 9.2</u></p>

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p>Modifications for Homework/Assignments</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>

<p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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