

Course: Foods and Nutrition 1  
Unit 3 - Food Preparation

Year of Implementation: 2021-2022

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### Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

**9.4.12.CI.1:** *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*

**9.4.12.CI.3:** *Investigate new challenges and opportunities for personal growth, advancement, and transition.*

**9.4.12.CT.1:** *Identify problem-solving strategies used in the development of an innovative product or practice.*

**9.4.12.CT.2:** *Explain the potential benefits of collaborating to enhance critical thinking and problem solving .*

**9.4.12.CT.3:** *Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).*

**9.4.12.CT.4:** *Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.*

**9.4.12.IML.1:** *Compare search browsers and recognize features that allow for filtering of information.*

**9.4.12.IML.2:** *Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*

**9.4.12.IML.3:** *Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.*

**9.4.12.IML.4:** *Assess and critique the appropriateness and impact of existing data visualizations for an intended audience*

**9.4.12.IML.8:** *Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).*

**9.4.12.TL.1:** *Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).*

**9.4.12.TL.3:** *Analyze the effectiveness of the process and quality of collaborative environments.*

**9.4.12.TL.4:** *Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to*

*a real-world problem*

**Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

**Transfer Goal:** Students will be able to successfully prepare a recipe in the home, school and work environments.

**As aligned with LRHSD Long Term Learning Goals:**

apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community

make healthy lifestyle choices as consumers

manage finances and budgets responsibly

communicate and collaborate effectively in a variety of professional and personal situations

seek and attain employment, especially in FCS-related fields

develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

*EU 1*

recipes are guidelines for a successful outcome.

*EU 2*

proper measurements and techniques are required for a successful completion of a recipe.

Essential Questions

*EU 1*

- How can following recipe directions lead to a successful outcome?
- How can not following recipe directions affect the outcome of a product?

*EU 2*

- What would the results of a recipe be if measurements were not followed correctly?

*EU 3*

preplanning and having an organized workspace will lead to a successful outcome.

*EU4*

foods require a variety of preparation techniques.

*EU5*

baking requires a scientific approach.

- What would the results be if the proper techniques were not followed in a recipe?

*EU3*

- How will mise en place lead to a successful outcome in a product?
- Why is reading the directions before beginning a recipe important?

*EU4*

- How does knowledge of cooking terms lead to the successful execution of a recipe?
- How do different ingredients and techniques affect a recipe?

*EU5*

- Why is it necessary to measure ingredients exactly when you are baking? **How would a recipe outcome be affected by inaccurate measurement of ingredients?**
- What impact does each ingredient have on a baked product?

Knowledge

Students will know . . .

*EU 1*

- the importance of following the recipe directions.  
(9.4.12.CI.1) (9.4.12.CT.3) (9.4.12.TL.4) (9.4.12.CT.4)  
(9.4.12.IML.1) (9.4.12.IML.2) (9.4.12.IML.3)  
(9.4.12.IML.8) (9.4.12.TL.1)

Skills

Students will be able to . . .

*EU 1*

- interpret a recipe. (9.4.12.CI.1) (9.4.12.CT.3)  
(9.4.12.CT.4) (9.4.12.TL.4) (9.4.12.IML.1) (9.4.12.IML.2)  
(9.4.12.IML.3) (9.4.12.IML.8) (9.4.12.TL.1)

*EU 2*

<p>EU 2</p> <ul style="list-style-type: none"> <li>the proper techniques for measuring dry and liquid ingredients. (9.4.12.CI.1) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.2) (9.4.12.IML.3) (9.4.12.IML.8) (9.4.12.TL.1)</li> </ul> <p>EU3</p> <ul style="list-style-type: none"> <li>for success in the kitchen, pre planning is essential. (9.4.12.CI.1) (9.4.12.CT.3) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.3)</li> </ul> <p>EU4</p> <ul style="list-style-type: none"> <li>the definition of cooking techniques and knowledge of different ingredients. (9.4.12.CI.1) (9.4.12.CT.3) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.1) (9.4.12.IML.3) (9.4.12.TL.1)</li> </ul> <p>EU5</p> <ul style="list-style-type: none"> <li>exact measurements are required for success in baking. (9.4.12.CI.1) (9.4.12.CT.1) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.8) (9.4.12.IML.1) (9.4.12.IML.2) (9.4.12.IML.3) (9.4.12.IML.3) (9.4.12.TL.1)</li> </ul>	<ul style="list-style-type: none"> <li>properly measure dry and liquid ingredients. (9.4.12.CI.1) (9.4.12.CT.4) (9.4.12.TL.4) (9.4.12.IML.1) (9.4.12.IML.2) (9.4.12.IML.3) (9.4.12.IML.8) (9.4.12.TL.1) (9.4.12.TL.1)</li> </ul> <p>EU3</p> <ul style="list-style-type: none"> <li>mise en place ingredients. (9.4.12.CI.1) (9.4.12.CI.3) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.3)</li> </ul> <p>EU4</p> <ul style="list-style-type: none"> <li>prepare recipes using various cooking techniques. 9.4.12.CI.1 (9.4.12.CI.3) (9.4.12.CT.2) (9.4.12.TL.4)</li> <li>Select appropriate ingredients for their recipe. (9.4.12.CI.1) (9.4.12.CI.3) (9.4.12.CT.1) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.1) (9.4.12.IML.3) (9.4.12.TL.1)</li> </ul> <p>EU5</p> <ul style="list-style-type: none"> <li>measure ingredients using the proper techniques (9.4.12.CI.1) (9.4.12.CT.1) (9.4.12.CT.3) (9.4.12.TL.4) (9.4.12.CT.4) (9.4.12.IML.1) (9.4.12.IML.2) (9.4.12.IML.8) (9.4.12.TL.1)</li> </ul>
<p><b>Stage Two - Assessment</b></p>	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Food Labs/practical</li> <li>Recipe Search</li> <li>Teacher Demonstrations</li> <li>Observations</li> <li>Lab Reports</li> </ul>	
<p><b>Stage Three - Instruction</b></p>	

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}**

For example: *{insert 1st activity here. Activities should follow a logical chronological order}*

- Introduce the lab report **(A,M EU3)**
- Recipe Review **(A,M, EU1)**
- Teacher demonstration on proper measuring techniques for dry and liquid ingredients **(A,M EU1, EU3)**
- Volume vs mass measurement activity **(T EU1)**
- Bingo for prep and cooking vocabulary **(M EU3, EU4)**
- Charades style game using cooking and prep vocabulary/technique **(M, T EU3, EU4)**
- Powerpoint presentation for various topics including measurement, prep and cooking techniques **(A EU1)**
- Selecting labs and reviewing recipes **(M EU1 EU3)**
- Properly executing various recipes **(T EU3, EU 4)**
- Fruit tasting - sample fruits from each category and evaluating them for texture, taste, and appearance **(A, M,T EU3)**
- What Fruit Am I? - Students are given a specific fruit on a sticky note on their forehead and they have to ask questions to their partner to figure out what fruit they are **(M EU3)**
- Vegetable card bingo **(M EU3)**
- Vegetable Family Classification Game - give the students the classification and have them write two statements about each one **(M EU3)**
- Grains - Students pick a recipe for a particular type of grain, make the recipe, then share their finding and share with each other **(M, T, EU4)**
- Pasta Taste Testing - students identify cooked shaped of pasta **(M, T EU4)**
- Meat identification Puzzle - cut out pieces of the cow, lamb, and pig and make the total animal. **(A,M EU4)**
- Pin the tale of the Meat cut - just like pin the tail on the donkey **(M EU4)**
- Egg Structure Identification - open the egg and examine each piece of the egg **(A,M EU4)**
- Eggs Field Trip - each kitchen makes a different type of egg to demonstrate and students get to view each cooking method an choose their own the next day **(A, M, T EU4)**
- Legumes - Soften a bean and then dissect it, look and chart each part **(A, M EU4)**
- Legumes Identification Chart and PowerPoint - show students each bean and they chart the specific dishes in which they may be used **(A,M EU4)**
- Fish - Demonstration of differences of a crustacean and mollusk **(A, M EU4)**
- Fish - Identification of fresh and salt-water fish using cards **(A, M EU4)**
- Poultry- graphic organizer of the qualities of different classifications of poultry **(A, M EU4)**
- Poultry - substitution of recipes that use ground beef with ground turkey **( A, M EU4)**

- Dairy - Cheese tasting and evaluation (**A, M EU4**)
- Dairy - Milk tasting of various fat content milks. Prepare one recipe with each of the different fat content and evaluate the differences in the final product (**A, M, T EU2, EU4**)
- Prepare various recipes to demonstrate the different types of leavening agents and mixing methods (**M EU2, EU4, EU5**)
- Compare and contrast the six classifications of cookies (**A EU4**)
- Chocolate chip cookie lab - Each kitchen will change one ingredient in a chocolate chip cookie recipe. Students will then compare and contrast the differences of the final product of each cookie. (**M, T EU1, EU2, EU3, EU4, EU5**)
- Design your own cookie lab - Students will use research to change an existing basic cookie recipe to create a new and different cookie (**T EU1, EU2, EU3, EU4, EU5**)
- Teacher demonstration of leavening action for each chemical leavener (**A EU2**)
- Choose recipes from a cookbook that demonstrate each of the different leavening agents (**M EU1, EU2, EU5**)