

Course: *Food and Nutrition 3*
Unit #4: *Preparation Techniques*

Year of Implementation: 2023-2024

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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:** *(keep each of the following headings in place)*

- **Content Standards**

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

●9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

●9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

●9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

●9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

●9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3 Career Awareness, Exploration, and Preparation

●9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to properly execute recipes based on preparation techniques and be able to make necessary adjustments based on dietary restrictions, personal preferences and quantity.*

As aligned with LRHSD Long Term Learning Goal(s): *Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Communicate and collaborate effectively in a variety of professional and personal situations. Develop skills and technical profamily life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- proper measuring equipment and techniques are key components to the successful execution of recipes.

EU 2

- the ability to convert measurement units is essential for a successful finished product.

Essential Questions


EU 1

- How can the use of proper measuring techniques impact a recipe?
- In what ways can the choice of measuring tools affect the accuracy of measurements?

EU 2

- Why might it be necessary to convert measurement

<p><i>EU 3</i></p> <ul style="list-style-type: none"> ● recipes provide ingredient quantities and detailed instructions to properly prepare food items. <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● recipe yields can be adjusted to suit production needs. 	<p>units?</p> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● What benefits are achieved through utilizing a standardized recipe? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● Why is it important to accurately calculate the measuring units when adjusting a recipe yield?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● how to properly measure all types of ingredients.(9.1.12.A.1) ● the factors that determine how to correctly select a measuring tool.(9.1.12.A.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● unit conversion factors(9.3.12.C.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● recipe formats.(9.1.12.C.4) ● different parts of a recipe.(9.1.12.C.4) <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● the conversion factor for increasing and decreasing the yield of a recipe.(9.3.12.C.2) 	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● effectively use measurement techniques with the proper measurement tools to complete recipes successfully. (9.1.12.A.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● convert units between and within measurement systems. (9.3.12.C.2) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● read and execute a recipe.(9.1.12.C.4) <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● increase and decrease the yield of a recipe.(9.3.12.C.2)

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Stage Three - Instruction	
<p><u>Learning Plan:</u> 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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection</p> <ul style="list-style-type: none"> •  Food Sampling A, M ● Guest Speakers in the fields of Nutrition and Food Service A ● Adapting existing recipes to accommodate special dietary restrictions A, M, T ● Students will select recipes that meet the criteria for specific dietary needs M, T ● Lab Journaling/Reports M ● Maintaining a Photo Portfolio of completed assignments M, T ● Graphic Organizer for various health related dietary restrictions A ● Student research on specific religions and cultural groups who have dietary restrictions included in their philosophies A, M 	

- Present video demonstrations of terminology and techniques for the preparation of soups, stocks and sauces **A**
- Terminology Bingo for Stock Terms **A**
- Teacher Demonstrations on sauce preparation and methods of soup preparation **A**
- Recipe searches for given specific criteria such as Soups that contain brown stock, white stock or vegetable stock **M**
- Creation of Flow Charts for Stocks and Sauces **M**
- Student labs for Basic Stocks, Soups and Sauces **M, T**
- Create an original recipe using a stock or mother sauce **M, T**
- Introduction of recipe formats through the form of worksheets and handouts. **A**
- Teacher demonstrations of proper measuring tools and techniques **A**
- Converting measurement systems using online resources. **A, M**
- Lab activities using various measuring techniques. **M**
- Using the conversion factor to adjust recipe yield. **A, M**
- Teacher demonstrations of measuring tools and techniques. **A, M**
- Guest speaker: Pastry chef. **A**
- Digital media demonstration of accurate measuring techniques and recipe conversions. **A, M**
- Lab activities converting English measurement units to Metric. **A, M, T**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Safety and Sanitation in Home and the Workplace	20
2	Culinary Basics	40
3	Baking and Pastry Arts	60
4	Preparation Techniques	60

Instructional Materials

Teacher Reference Book:
The Food Lab
ISBN# 978-393-08108-4
Barnes and Noble \$31.99
Amazon \$27.99

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.