

**Course:** *Intro to Family & Consumer Science*  
**Unit #2:** *Foods and Nutrition*

**Year of Implementation:** 2024-2025

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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**
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
    - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g. 1.4.12prof.CR2b, 2.2.12.LF.8).
    - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
    - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
    - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
    - 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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified 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 (e.g., 7.1.AL.IPERS.6).
  - **21st Century Life & Career Standards**
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
  - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
  - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
  - 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.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **National Standards for FCS**
    - 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
    - 14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across a life span.
    - 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
    - 14.4 Evaluate factors that affect food safety from production through consumption.  
<https://www.leadfcsed.org/national-standards.htm>
  - **Interdisciplinary Content Standards**
    - 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide
    - 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
    - 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
  - **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:** <https://www.nj.gov/education/amistad/about/>

**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 create and prepare nutritionally balanced meals for various occasions and the different stages of life.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
2. make healthy lifestyle choices as consumers
3. manage finances and budgets responsibly
4. communicate and collaborate effectively in a variety of professional and personal situations
5. seek and attain employment, especially in FCS-related fields
6. develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

*EU 1*

a balanced diet contributes to physical and mental health.

*EU 2*

food preparation techniques will assist them in meeting nutritional goals.

Essential Questions

- *How does food affect my overall health? (EU 1)*
- *How do safety, sanitation, and kitchen knowledge guide food preparation decisions? (EU 2)*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

- EU 1*
- nutritional requirements for their age at different life stages. (9.4.12.Cl.1) (2.2.5.N.3) (14.1)
  - how food affects their overall health. (9.4.12.Cl.3) (2.2.5.N.1) (14.1)
- EU 2*
- proper measuring techniques (9.4.12.CT.1)
  - how to use, clean and store basic kitchen equipment. (9.4.12.CT.1) (14.3)
  - how to prevent kitchen accidents. (9.4.12.CT.1) (14.3)

- EU 1*
- identify and discuss food groups and the foods in them (9.4.12.Cl.1) (14.1)
  - identify and discuss the difference between whole foods and processed foods. (9.4.12.Cl.1) (14.2)
  - create balanced meal plans. (9.4.12.Cl.1) (2.2.5.N.2) (14.2)
  - compare and contrast the functions of each food group. (9.4.12.Cl.1)
- EU 2*
- read and execute a recipe. (9.4.12.CT.1)
  - measure ingredients with appropriate equipment and proper techniques. (9.4.12.CT.1) (14.4) (14.3)
  - choose the proper equipment for the specific task. (9.4.12.CT.1) (14.3)
  - demonstrate safe practices in the kitchen. (9.4.12.CT.1) (14.3)

**Stage Two - Assessment**

**Stage Three - Instruction**

**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} 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**

- Safety and Sanitation Google Slideshow (**A, EU2**)
- District Safety Test (**A, EU2**)
- Google Slideshow on Nutrition Throughout the Lifespan (**A, EU1**)
- Teacher introduces the kitchen safety and sanitation guidelines (**A, M, EU2**)
- Introduce them to the kitchens with a safety talk beginning with the fire extinguisher to peak their interest. (**A, M, EU2**)
- Hand out a cartoon showing safety and sanitation errors. Have students circle the errors and discuss (**A, M EU2**)
- [www.Myplate.gov](http://www.Myplate.gov) quiz and activities (**A, M, EU1**)
- MyPlate nutrition digital notebook (**A, M, EU1**)
- Food industry career exploration (**A, M, EU1**)
- Food industry or nutrition expert guest speaker (**A, M, EU1**)
- Scavenger hunt for kitchen equipment (**A, M EU3**)
- Worst Kitchen Accident you or anyone you know has experienced on index cards for class discussion (**A, M, EU2**)
- Give an index card and ask the students to name the worst kitchen accident they have ever had or heard about. (**M, EU2 EU2**)
- Handwashing activity using Glo-germ kit (**M, T, EU2**)
- Keep a food diary for one week and create a bar graph or graphic organizer showing what food category was the highest and lowest. Were you balanced? (**T, EU1**)
- Create an end of unit health food party. (**T, EU1**)
- Create 5 food labs featuring each food group (**T, EU1**)
- Practice chopping herbs for a vegetable dip (**T, EU1, EU2**)
- Food Safety Memes activity (**T, EU2**)
- Use baby wipes to sanitize the dirtiest items we own—our phones (**T, EU2**)
- Activity: demo knife holding skills by first using Play-Doh as an example. Then introduce a real carrot and demo, then practice knife skills (**T, EU2**)

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Family and Personal Dynamics	23 days
2	Foods and Nutrition	44 days
3	Fashion and Sewing	44 days
4	Housing and Interior Design	24 days

## Instructional Materials

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

*District Safety Test  
Student/Parent Safety Contract  
Youtube Videos  
Teacher led presentation(s)  
Kitchen Equipment*

## 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.