

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

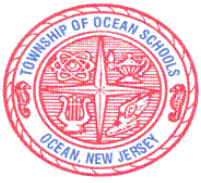
Course: Foods I

Department: Family and Consumer Science

Board Approval	Supervisor	Notes
August 2009	Patrick Sullivan	Born Date
October 2015	Patrick Sullivan	Revisions
August 2019	Patrick Sullivan	Review

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Pacing Guide

Week	Quarter 1, 2, 3, 4
1	Safety & Sanitation, Cooking Methods
2	Common Kitchen Terms, Recipe & Measurement
3	Baking & Quick Breads
4	Table Setting & Manners, Convenience Foods, Nutrition
5	Grains
6	Fruits & Vegetables
7	Eggs, Milk/Milk Products/Turkey
8	Cookies & Crepes
9	Regional Foods
10	Regional Foods Summative Assessment

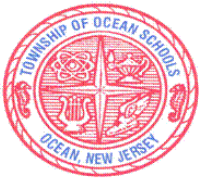
Core Instructional & Supplemental Materials including various levels of Texts

Guide to Good Food, Goodheart-Willcox Co., 2016, text book study guides

NYFD - <https://www.youtube.com/watch?v=79CA1BbmruM>

Clutter as a safety hazard - <https://www.youtube.com/watch?v=tjizY-pnIY0>

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

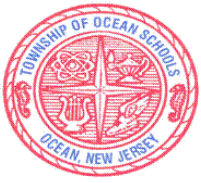
TedTalks

Recipe Research

NY Times: Healthy/Smart Eating Articles

Time Frame	4-5 Days
Topic	
Safety in the Kitchen	
Essential Questions	
• How do you extinguish a grease fire? When do you call for help? • What is the safest way to clean up and dispose of broken glass? • Is there a logical way to wash dishes, or to clean the kitchen? Why? • How does food preparation keep you healthy and safe? • Why is a sharp knife safer to use than a dull knife?	
Enduring Understandings	
• Students can distinguish safety hazards and procedures in the kitchen. • Students know how to prevent kitchen accidents and fires. • Harmful bacteria in food cause food borne illness. • A clean, organized kitchen is a safe kitchen. • Anticipate and know what to do when things go wrong. • Proper maintenance of equipment extends the longevity of the product and increases the quality of the food.	
Alignment to Standards	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

HPE.2.1.12.D.CS2 - Applying first-aid procedures can minimize injury and save lives.

Learning Activities & Key Concepts and Skills

- Food safety terminology – i.e., foodborne illness, bacteria, cross contamination, the danger zone, perishable, sanitation, contaminant
- Kitchen safety terminology – flammable, poison control, fire extinguisher, fire blanket, baking soda (as a method to extinguish flames).
- Study Guides: Safety
- Safeguarding the Family's Health; Guide to Good Food, Chapter 6; Introduction to Safety
- Demonstrations – Proper Hand Washing, Sequential Dish Washing, Safe Kitchen Practices, How to extinguish a grease fire
- DVD: Intro to Kitchen Safety
- Activities: Identify dangerous tools or situations as potential sources of injury (cuts, burns, and falls). Practice using tools and equipment safely.
- Labs: Mini-Pizza, Monkey Bread, Coffee Cake, Cheese Quesadillas

Assessments

Formative: Chapter notes, conversation, Q&A, Benchmark, students share any experiences that challenged their knowledge of kitchen or food preparation safety

Summative: End of unit quiz

Benchmark: Benchmark written and skill, given prior to the beginning of any classroom instruction.

Alternative: Participation as assigned

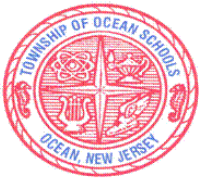
Career Education

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

21st Century Skills

CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Interdisciplinary Connections

9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food products.

Technology Integration

TECH.8.1.12.A.CS2 -Select and use applications effectively and productively.
Students will use YouTube in order apply safety in the kitchen.

Time Frame

4-5 Days

Topic

Cooking Methods

Essential Questions

- How do the tools used to prepare foods affect the outcome of the food?
- When does the type of pot (or pan) and the size really matter?
- Why spend more on major appliances?
- Does it matter if you use a dark or a light baking sheet?
- Using quality products have a positive environmental impact rather than using disposable

Enduring Understandings

- Baking is a science; cooking is an art. Know the difference.
- Understanding how the different types of materials cookware is made of affects the quality and/or outcome of the recipe is significant. Cast iron vs stainless steel; stainless steel vs aluminum, and the qualities and issues involved with non-stick properties.
- Choosing tools, appliances and equipment properly will make food preparation convenient.
- Home prepared and cooked meals are more cost effective and nutritious options to dining out.

Alignment to Standards

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

HPE.2.1.12.B.CS1 - [Content Statement] - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

Learning Activities & Key Concepts

Study guides: Kitchen Utensils, Choosing Kitchen Appliances, Small Equipment identification.
Lab Practice – Mini-pizza, Monkey Bread, Cheese Quesadillas, Cream Cheese Coffee Cake

Assessments

Formative: Conversation, Chapter notes, Q& A, demonstrations of previous knowledge

Summative: End of unit quiz

Benchmark:

Alternative: Participation as assigned, observation, teamwork efforts

Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.

21st Century Skills

9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

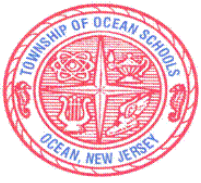
Interdisciplinary Connections

LA.RST.9-10.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Technology Integration

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
Students will utilize on-line sites to investigate how the materials in cookware may affect the product.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

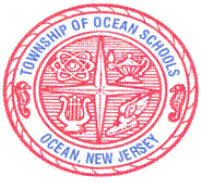
Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Time Frame	4-5 Days
Topic	
Common Kitchen Terms Recipe & Measurement	
Essential Questions	
• How does the cut of a vegetable affect the outcome of the recipe? • Kitchen fundamentals make working systematic. Why is this important? • Measuring is important – sometimes. Why? Why not always? • Does it matter if you use a dry measure cup to measure a liquid?	
Enduring Understandings	
• Recipes use a variety of terms to describe exactly to handle ingredients. • Recipes represent the work of creativity, science and culinary adventure. • Baking and Cooking Terms identify various ways to mix, cut and cook or bake	
Alignment to Standards	
HPE.2.1.12.B3 – Analyze the unique contributions of each nutrient class to one’s health. HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Learning Activities & Key Concepts and Skills	
• Knowing how to choose and read recipes • Being familiar with abbreviations and cooking terms. • Knowing how to adjust the yield of a recipe • Measuring & Equivalents, make and eat a variety of quick breads including preparing homemade baking mix, a variety of biscuits, and pancakes. • Prepare vegetables for cooking	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Textbook guides: Common Kitchen Terms Getting Started in the Kitchen, Measurements, Measuring Match
- DVD – Good Eats, Alton Brown, Flour Power – The Dough Also Rises

Assessments

Formative: Conversation, Chapter notes, Q&A, preparing trays with correct utensils

Summative: End of unit quiz

Benchmark:

Alternative: Participation as assigned, observation

Career Education

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

21st Century Skills

CAEP.9.2.12.C.3 - [Standard] - Identify transferable career skills and design alternate career plans

CAEP.9.2.12.C.4 - [Standard] - Analyze how economic conditions and societal changes influence employment trends and future education

Interdisciplinary Connections

LA.RST.9-10.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Technology Integration

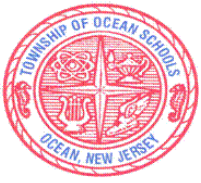
TECH.8.1.12.D - Demonstrate personal responsibility for lifelong learning.

Students will use Google Classroom to solve problems regarding proper measurements for preparing a meal.

Time Frame

4-5 Days

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

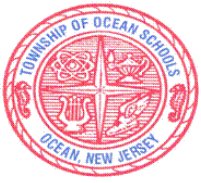
Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Topic
Table Setting & Manners
Essential Questions
● What are the types of tableware? What factors determine their cost and durability? ● What guidelines determine how to set a table? ● What are table appointments? ● What are the criteria for a good centerpiece? ● Do all societies/cultures dine the same?
Enduring Understandings
● Dining is a human experience. Meals prepared with attention should be served and enjoyed with attention. ● Fast food restaurants meet a contemporary need; dining is an enduring family and social practice.
Alignment to Standards
HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
Learning Activities & Key Concepts and Skills
Table Appointment terms: dinnerware, flatware, beverage ware, hollowware, table linens Textbook guides: Table Appointments, Meal Service & Table Manners Demonstrate formal and informal settings; practice daily proper appointments – We enjoy the food we made together by dining together.
Assessments
Formative: Conversation, Chapter notes, Q& A, demonstration of the options Summative: End of unit quiz Benchmark:

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Alternative: Participation as assigned, observation, creativity in table setting

Career Education

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

21st Century Skills

CAEP.9.2.12.C.4 - [Standard] - Analyze how economic conditions and societal changes influence employment trends and future education

Interdisciplinary Connections

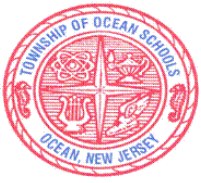
SOC.9-12.1.4.2 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Technology Integration

TECH.8.1.12.D - Demonstrate personal responsibility for lifelong learning.
Students will use YouTube videos to observe examples of proper table manners and etiquette

Time Frame	4-5 Days
Topic	
Nutrition	
Essential Questions	
● Describe how food relieves hunger and improves wellness – and what are the cultural, social and psychological influences on food choices? ● What are some factors that affect the food supply? ● Is nutrient supplementation necessary? If so, when and why? ● How do you know if you are getting all the nutrients you need?	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Enduring Understandings

- Hunger is the physical need for food, which stimulates appetite, which is a psychological desire to eat.
- Wellness is the state of being in general good health, mentally and socially.
- Stress is mental tension caused by change.
- Nutrients are divided into six groups: carbohydrates, fats, proteins, vitamins, minerals and water.

Alignment to Standards

HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

HPE.2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

HPE.2.1.12.B.3 - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

Learning Activities & Key Concepts and Skills

Cultural factors like national origin, religion and holidays affect food choices. Social factors, such as family, friends, mass media and food product trends impact choices. Psychological factors like past events and emotions can impact choices.

Government agencies set guidelines and inspect facilities to protect the safety of food.

Technology influences the nutrient content, availability and safety of the food supply.

Textbook guides: Nutritional Needs, Nutrient Sources & Functions

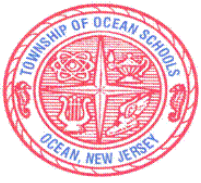
Labs:

- compare whole grain products to processed; how do aromas influence opinion
- Compare canned vegetables to fresh and frozen.
- Identify seasonal fruits and vegetables

Assessments

- Formative: Conversation, Chapter notes, Q&A, research & list healthy snack options
- Summative: End of unit quiz

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Benchmark:
- Alternative: Participation as assigned, observation, participation in healthy snacks for school posters

Career Education

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

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

21st Century Skills

9.3.12.ED.1 Apply communication skills with students and parents to enhance learning and a commitment to learning.

CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans

Interdisciplinary Connections

LA.RST.9-10.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

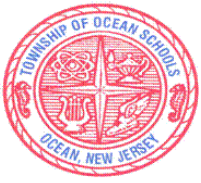
Technology Integration

TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Students will select the media platform which best suits their needs as they explore the cultural influences on nutrition.

Time Frame	4-5 Days
Topic	
Convenience Foods	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Essential Questions

- What is a convenience food?
- How does income determine meal planning?
- How does income influence what the meal manager can plan?
- Where are convenience foods in the grocery store?
- What makes a food “convenient”?
- Is there a difference in price between conventional and convenience foods?

Enduring Understandings

- A meal manager’s available time and energy affect the family food budget.
- Food preferences affect spending.
- Buying convenience foods may enable the meal manager to serve a more healthy meal than what might be consumed if dining out.

Alignment to Standards

HPE.2.1.12.B.2 - [Cumulative Progress Indicator] - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

Learning Activities & Key Concepts and Skills

Factors determining the amount of money spent on food include family income, the meal manager’s ability to choose nutritious foods within the budget, the amount of time the meal manager has to prepare nutritious meals and the family food preferences and values.

Textbook guide: Choosing Convenience Foods

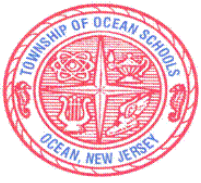
Using homemade baking mix prepare biscuits, ©Bisquick Zucchini Bake, pancakes, biscuits

Assessments

- Formative: Conversation, Chapter notes, Q& A, as a group, identify convenience foods that may already be a part of the family diet
- Summative: End of unit quiz
- Alternative: Participation as assigned, observation, create a menu using healthy convenience food options or a list of foods to be prepared ahead of time to save time during the busy work

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

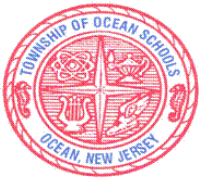
SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

week.
Career Education
CRP11. Use technology to enhance productivity.
21st Century Skills
CAEP.9.2.12.C.3 - [Standard] - Identify transferable career skills and design alternate career plans CAEP.9.2.12.C.5 - [Standard] - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
Interdisciplinary Connections
SOC.9-12.1.4.2 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
Technology Integration
TECH.8.1.12.D.CS2 - Demonstrate personal responsibility for lifelong learning. Students will use google slides in order to identify factors that affect a family food budget.

Time Frame	4-5 Days
Topic	
Baking & Quick Breads	
Essential Questions	
● What are baked products? ● How do you store baked products? How do you buy them? ● What factors influence the cost of baked products? What are some ways to increase the nutritional	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

value of baked products?

- What is the difference between quick breads and yeast breads?
- How does muffin preparation differ from biscuit? What do they have in common?

Enduring Understandings

- Bread is a part of every culture. Traditions include breads be served at meals.
- Breads can be made from processed or whole grain flours.
- The ingredients to make bread include flour, liquid, fat, eggs, salt and sugar. The amounts and types distinguish one product from another.
- Food science principles are demonstrated in the making/baking of bread.
- Gluten gives elasticity and strength to batters and doughs.

Alignment to Standards

HPE.2.1.12.B.2 - [Cumulative Progress Indicator] - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

Learning Activities & Key Concepts and Skills

- Identify the differences between whole grain and processed flours.
- Describe the differences and similarities in making quick breads and yeast breads.
- Terms: batter, dough, leavening agents, gluten, baking powder, baking soda
- Textbook guides: Characteristics of Quick Bread/Functions of Ingredients
- Demonstrate biscuit making. Demonstrate muffin making. Identify what they have in common and where they differentiate.
- Muffin lab, Corn Bread, Pumpkin Bread, Banana Bread, seasonal fruit or vegetables that can be used.

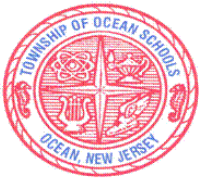
Assessments

Formative: Conversation, Chapter notes, Q&A

Summative: End of unit quiz

Alternative: Participation as assigned, create a list of quick breads using seasonal fruits or vegetables

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Career Education

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

21st Century Skills

CAEP.9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Interdisciplinary Connections

LA.RST.9-10.4 -Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Technology Integration

TECH.8.2.12.C - Analyze a product and how it has changed or might change over time to meet human needs and wants.

Using YouTube, students will explore the chemical and physical concepts of how bread cooks.

Time Frame	4-5 Days
Topic	
Grains	
Essential Questions	
• What is the protein found in most grains? • Fiber is an important ingredient in whole grains, but why?	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- What are the three parts of a grain kernel?
- How does cooking rice differ from cooking pasta? What are the types of rice and pasta?
- How does heat and liquids affect starches?

Enduring Understandings

- Grains, especially whole grains, should make up the largest part of our diet. Know how to buy, store and prepare grains to maximize their nutritional value. Each of the three parts of a grain contributes important nutrients to our diet. Culturally, grains have always been an important part of the daily meals.
- Lesser known grains are making a return to mainstream meal managers. Examples include quinoa, rye berries, spelt berries and wild rice.

Alignment to Standards

HPE.2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

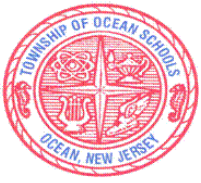
Learning Activities & Key Concepts and Skills

- Recognize the difference between whole grains and processed, enriched products.
- Identify how using nutrition labels when shopping for grain products is a valuable tool.
- Recognize how cooking processes affect rice and pasta nutritional values.
- Use the skills of convenience foods to make and store your own grain products
- Text book guides: Cooking Rice & Pasta, The Kernel of Truth about Grains, Grains & Grain Products
- DVD: Good Eats, Alton Brown. Breakfast Eats: Oat Cuisine
- Labs: Pasta Primavera, Mac'n'Cheese, Stir Fry Rice

Assessments

- Formative: Conversation, Chapter notes, Q& A, as a group, list the variety of grains commonly

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

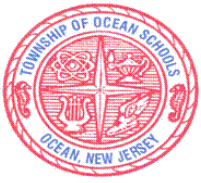
SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

served at home
• Summative: End of unit quiz • Benchmark: • Alternative: Participation as assigned, identify those grains that can be served as a whole grain or as a processed grain
Career Education
CRP4. Communicate clearly and effectively and with reason.
21st Century Skills
9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.
Interdisciplinary Connections
MA.9-12.N-Q.A.3 - [Standard] - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Technology Integration
TECH.8.2.12.C - Analyze a product and how it has changed or might change over time to meet human needs and wants. Students will use the digital site of their choice to investigate recipes that involve various grain types.

Time Frame	4-5 Days
Topic	
Fruits & Vegetables	
Essential Questions	
• How are vegetables & fruits purchased? What is the “best” choice? Is there a nutritional difference	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

in fresh, frozen or canned fruits & vegetables?

- What are the qualities and characteristics of quality fruits & vegetables?
- How do you identify a ripe fruit? Vegetable?
- How does a meal manager select, store and prepare fresh fruits and vegetables to maximize nutritional value and economic investment?

Enduring Understandings

- Fruits and vegetables are the edible part of a plant.
- Fruits and vegetables add color, flavor, nutrients and fun to the daily diet.
- Fruits and vegetables in season are highest in nutritional value, quality and economic value.
- Purchasing locally grown produce supports local farmers, provides meal managers with seasonal, locally grown meal options and is environmentally advantageous.

Alignment to Standards

HPE.2.1.12.B.3 - [Cumulative Progress Indicator] - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

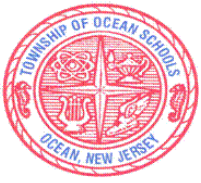
HPE.2.1.12.B.CS1 - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness

Learning Activities & Key Concepts and Skills

- Identify the qualities of fresh fruits and vegetables.
- Explain the concept of local, seasonal produce.
- Identify the edible parts of a plant: flower, fruit, stem, seed, tuber, root, bulb and leaf.
- Understand that cooking methods affect nutrition and meal appeal.
- Textbook guides: Fruits/Vegetables, Selecting & Storing Vegetables, Fruit Scramble, Fruit Review, Fruits/Vegetables Facts
- DVD: Good Eats, Alton Brown. Veggie Eats
- Labs: Zucchini Bread, Apple Crisp, Blueberry Buckle, Sweet Potato Fries, Roasted Carrots, Twice Baked Potatoes, Vegetable Buffets

Assessments

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Formative: Conversation, Chapter notes, Q&A, list domestically grown fruits and vegetables

Summative: End of unit quiz

Benchmark:

Alternative: Participation as assigned, observation, identify what fruits and/or vegetables can be enjoyed raw or prepared (cooked)

Career Education

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

21st Century Skills

9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food products.

CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans

Interdisciplinary Connections

SOC.9-12.1.4.2 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Technology Integration

TECH.8.1.12.D - Demonstrate personal responsibility for lifelong learning.

Students will use YouTube to investigate the farming of produce across cultures.

Time Frame	4-5 Days
Topic	
Eggs	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Essential Questions

- What is an egg? Who produces eggs?
- How do you properly and safely select, buy, store and use eggs?
- Why do some health care agencies suggest limiting eggs?
- Should cracked eggs be used?

Enduring Understandings

- Eggs are a convenient and inexpensive source of complete protein.
- Eggs can be eaten alone, or included in a recipe.
- The color of an egg has no impact on the nutritional value.
- Eggs are inspected for safety and graded for quality

Alignment to Standards

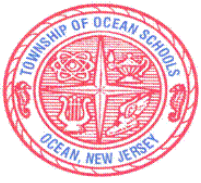
HPE.2.1.12.B.1 - [Cumulative Progress Indicator] - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

HPE.2.1.12.B.3 - [Cumulative Progress Indicator] - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

Learning Activities & Key Concepts and Skills

- Describe the methods to cook eggs – fried, baked, poached, scrambled, hard cooked, soft cooked
- Describe the uses of eggs in a recipe – coat, emulsify, tenderize, bind, flavor, leaven, thicken and add lightness.
- Understand the nutritional value of eggs as a source of – protein, B vitamins, vitamins A & D, phosphorus, iron and cholesterol.
- Why are some eggs white and others beautiful colors?
- Compare the cost of eggs as a protein source, to meat.
- Explain safety terms and procedures – Salmonella, buying and storing eggs
- Textbook guides: Eggs, Egg Dishes, Scrambled Eggs, Functions of Eggs, Selection of Eggs, Getting to Know Eggs
- DVD: Good Eats, Alton Brown. Breakfast Eats: The Egg Files I
- Labs: Egg Fried Rice, French Toast, Omelets, Scrambled, Poached, Over

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Assessments

Formative: Conversation, Chapter notes, Q&A

Summative: End of unit quiz

Benchmark:

Alternative: Participation as assigned, demonstrate egg preparation as a breakfast food

Career Education

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food products.

CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans

Interdisciplinary Connections

MA.9-12.N-Q.A.3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Technology Integration

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products or processes.

Students will research recipes and create their own dish using eggs as a main ingredient.

Time Frame	4-5 Days
Topic	
Milk/Milk Products & Turkey	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Essential Questions

- Where does milk come from? What types do we commonly enjoy?
- Besides drinking milk, what can we do with it?
- How do you select, store and use milk and milk products? Why are milk and milk product packages dated?
- Cooking with milk can result in less than satisfying results... why?
- What are the major nutrients found in milk and milk products?
- Why is milk a digestive issue for some populations?

Enduring Understandings

- Milk and dairy (milk) products are nutrient dense foods.
- Milk can be purchased in a variety of ways.
- Cooking with milk takes time and patience for satisfactory results.

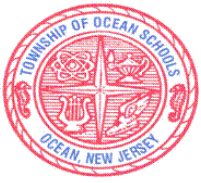
Alignment to Standards

HPE.2.1.12.B.CS1 - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness
HPE.2.1.12.B.3 - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
HPE.2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance

Learning Activities & Key Concepts and Skills

- Identify and apply key concepts of milk: fortified, homogenized, pasteurized, whole, fat free, 1%, 2%, half & half, cream, evaporated, sweetened condensed milk...
- Identify and apply key concepts of cooking with milk: curdled, scorched, white sauce
- Identify and apply key concepts of yogurt and cheese: curds, whey, yogurt, bacteria
- Milk and milk products are excellent sources of nutrients.
- Milk and milk products are easily cooked using low heat to prevent scorching.
- Textbook guides: Dairy Products, Turkey
- Labs: Turkey Tetrazzini, Turkey Chili with biscuits, crepes with sautéed bananas, mini-cheese cakes
- Demonstration: Rice Pudding DVD: Good Eats, Alton Brown. Say Cheese, Breakfast Eats

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

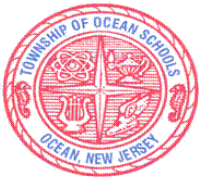
SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Assessments
• Formative: Conversation, Chapter notes, Q&A, brainstorm the many ways milk can be purchased • Summative: End of unit quiz • Benchmark: • Alternative: Participation as assigned, observation
Career Education
CRP2. Apply appropriate academic and technical skills
21st Century Skills
CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans
Interdisciplinary Connections
LA.RST.9-10.4 - [Progress Indicator] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
Technology Integration
TECH.8.1.12.A - Select and use applications effectively and productively Students will use various digital sites to compare and contrast the nutrition of various milk products.

Time Frame	4-5 Days
------------	----------

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

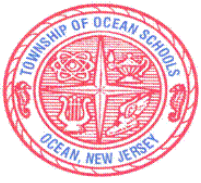
Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Topic
Cookies, Cakes & Crepes
Essential Questions
● How many types of cookies are there? Do they differ in difficulty to prepare? ● How do you know when cookies or cakes are finished baking? ● How are cookies best stored? ● How many types of cakes are there? ● What are crepes, and what other foods are similar?
Enduring Understandings
● Cookies, cakes and crepes can, in moderation, fit into a healthy eating plan. ● Cookies are higher in fat and sugar than are cakes. ● There are six types of cookies, but only two types of cakes. ● Crepes can be made sweet, or savory.
Alignment to Standards
HPE.2.1.12.B.CS1 - Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
Learning Activities & Key Concepts and Skills
● Identify the six types of cookies, and identify examples of each. ● Explain what makes the two basic types of cakes differ. ● Baking requires the application of measurements skills, basic utensil comprehension and recipe understanding. ● Knowledge of ingredients functions and variations will offer the meal manager greater success ● Textbook guides: Cookies, Crepes for All Occasions ● Cookies Labs: whole wheat sugar, coconut macaroons, oatmeal applesauce, oatmeal jumbles, lemon bars, chocolate chip ● Crepe Lab: Crepes with Nutella

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Assessments

- Formative: Conversation, Chapter notes, Q&A, create a list of cookie favorites
- Summative: End of unit quiz
- Benchmark:
- Alternative: Participation as assigned, identify the types of cookies giving an example of each one

Career Education

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans
CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections

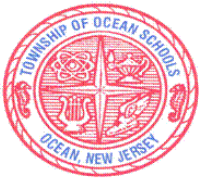
SOC.9-12.1.4.2 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
VPA.1.1.12.D.CS2 - Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Technology

TECH.8.2.12.C - Analyze a product and how it has changed or might change over time to meet human needs and wants.
Students will research various designs in order to create original cake and cookie products.

Time Frame	4-5 Days
Topic	
Regional Foods	

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Essential Questions

- Food customs in the United States began with what population?
- What adaptations did earlier settlers have to make upon arriving here?
- Does geography have an impact on the crops grown, or animals raised for food?
- Holidays reflected the previous customs, celebrated with food and tradition. How has that been carried forward here?

Enduring Understandings

- There are seven main regions of the U.S., each representing cultures and countries who settled there.
- Geography, climate and culture affected the development of Canadian and U.S. Food choices.
- Colonists struggled for survival. Native Americans taught them how to hunt, fish, and plant crops; and how to preserve foods for times of shortage.

Alignment to Standards

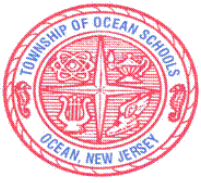
HPE.2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries

Learning Activities & Key Concepts and Skills

- Identify the six regions of the U.S. – New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast and Hawaiian Islands.
- Identify examples of foods representative of each of the regions, and explain why these foods are common to the region.
- What groups of people influenced each region? What foods and cooking techniques exemplify the characteristics?
- Textbook guides: The US & Canada, Regions of the US Map, Pennsylvania Dutch, Civil War Fare/Plantation cooking in the Old South, New England Seafood Specialties, New England Colonial Dishes, Early America's Gourmet Foods, Southeastern Cuisine, Southwestern Dishes, News Orleans Creole Creations, Chow on the Trail, Pacific Coast Dishes, Land of the Sourdoughs, Modern Hawaii, Hawaii - A Mix of Cuisines and American Indian Cooking

Assessments

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Formative: Conversation, Chapter notes, Q&A, color a map of the regions of the US to illustrate the produce or seafood common to the region

Summative: End of unit quiz

Benchmark:

Alternative: Participation as assigned, research a traditional recipe from the different regions, explaining why this food is common to the area

Career Education

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

21st Century Skills

CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans

CAEP.9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures

Interdisciplinary Connections

SOC.9-12.1.4.2 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Technology Integration

TECH.8.1.12.A –Select and use applications effectively and productively.

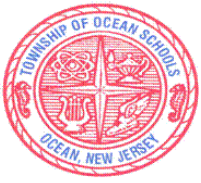
Students will use the digital sites of their choice to further explore the seven regions of the U.S. and how their food choices are influenced by inhabitants of that location.

NOTE: LAST PAGE OF DOCUMENT (delete this note before submitting)

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

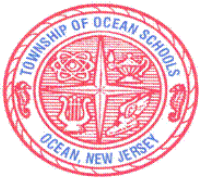
At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy