Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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Curriculum Development Timeline

School: Ocean Township High School

Course: Creative and International Foods

Department: Family and Consumer Science

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

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Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Safety, Knife Skills, Terms, Equipment	11	Pies
2	Yeast Breads	12	Meats/Seafood
3	Snacks & Candy Making	13	Candy Crafting/ Cake Decorating
4	Meal Planning/Shopping For Food	14	Menu Planning Project/ Desserts & Cookies
5	Meal/Planning/Shopping	15	Menu Planning Project/ Desserts & Cookies
Week	Marking Period 2	Week	Marking Period 4
6	Breakfast	16	Greek Foods & Customs
7	Seasonings/Soups	17	Germany/Gingerbread Houses
8	Cakes	18	British Isles/French Foods & Customs
9	Cakes	19	Italian/Mexican Foods & Customs
10	Appetizers/ Poultry	20	Italian/Mexican Foods & Customs

Core Instructional & Supplemental Materials including various levels of Texts
Guide to Good Foods, Goodheart-Wilcox study guides, YouTube instructional videos, DVD library,

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including Good Eats with Alton Brown, Taste, A Division of Penguin Random House LLC, NY Times Foods, Food 52, (food blog) 101Cookbooks (food blog), Chrome Books (for comparative analysis and research), and kitchen appliances and utensils, and guest speakers.

Time Frame	1 Week
Topic	
Safety, Knife Skills, Terms, Measurements and Equivalents, Equipment	
Essential Questions	
• What are the most important safety factors in the food's classroom? • How should you position your opposing hand when cutting? • Why is it important to have an understanding of basic cooking terminology? • Why is knowledge of measurements and equivalents important? • How can various kitchen appliances aid in the food preparation process?	
Enduring Understandings	
• Students will become aware of safety hazards in the kitchen and know how to respond to them and avoid them. • Students will demonstrate safe use and handling of a knife. • Students will be able to understand terminology when reading a recipe. • Students will recall measurements and equivalents information from Foods I. • Students will safely and competently use various kitchen appliances and equipment.	
Alignment to Standards	
HPE.2.1.12.D.CS1 - Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices	
Learning Activities & Key Concepts and Skills	
• Safety & Sanitation, personal care, proper selection, storage preparation and presentation of food, and maintaining equipment	

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- Cooking Terms study guide
- Measurements & Equivalents demonstration and study guide
- Equipment & Utensils identified and classified activity
- Safety study guide, and safety video
- Knife Skills Demonstration
- Lab: Students practice knife skills – demonstrate subject knowledge by preparing and cutting a variety of fresh vegetables
- Review – Cooking Terms, Measurements and Equivalents

Assessments

Formative: Conversation, unit notes, Q&A, Drawing on previous knowledge, review key points from Foods One safety unit

Summative: End of unit quiz

Benchmark: Beginning & end of course

Alternative: Demonstrate previous knowledge

Career Education

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

CRP2. Apply appropriate academic and technical skills.

21st Century Skills

9.1 21st-Century Life and 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.
CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections

LA.RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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Technology Integration
TECH.8.1.12.D.CS2 - Demonstrate personal responsibility for lifelong learning. Students will use digital resources to view food safety protocols.

Time Frame	1 week

Topic

Yeast Breads

Essential Questions

- What is the difference between yeast and quick breads?
- What process develops most of the gluten in yeast breads?
- What is the correct liquid temperature for dissolving yeast? What will happen if the liquid is too cold or too hot?
- What gas is produced during fermentation?

Enduring Understandings

- Students will be able to demonstrate the procedure for making yeast bread.
- Students will be able to properly activate yeast using the correct liquid temperature.
- Students will be able to demonstrate proper kneading technique.
- Students will be able to prepare a variety of yeast bread products, including pretzels, cinnamon rolls, sour dough bread, and pizza dough.
- Students will be able to accurately test a loaf of bread for doneness.

Alignment to Standards

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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.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

- Dissolving yeast
- Kneading
- Proofing yeast breads
- Shaping dough
- Function of ingredients
- Yeast bread worksheet
- Review of yeast bread worksheet
- Kneading demonstration
- Labs: pizza dough/pizza, pretzels, sour dough bread/grilled cheese, cinnamon rolls

Assessments

Formative: Conversation, unit notes, Q&A, Do Now: How many times a week/month do you enjoy pizza? What type of pizza? How many types are there?

Summative: End of unit quiz

Alternative: Product results evaluation, cooperative learning experience

Career Education

CRP11**.** Use technology to enhance productivity.

CRP12**.** Work productively in teams while using cultural global competence.

21st Century Skills

Standard 9.1- 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.

CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections

LA.RST.9-10.3 - [Progress Indicator] - 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.
LA.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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 YouTube to research types of pizza and the cultural connections to it.

Time Frame	1 week

Topic

Snacks & Candy Making

Essential Questions

- What is the nutritional value of snacks and candy?
- What is the best way to tell what is in a store-bought snack?
- How can you tell if ice cream is high in butterfat?
- What is the temperature of the softball stage? What happens to the candy at the softball stage?
- What is the temperature of the hard crack stage? What happens to the candy at the hard crack stage?

Enduring Understandings

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- Students will become familiar with the nutritional value of snacks and candy.
- Students will be able to increase the nutritional value of some snacks.
- Students will understand the importance of correct temperature during candy making.
- Students will be able to properly use a candy thermometer during candy preparation.
- Students will be able to make a variety of candies and snacks

Alignment to Standards

HPE.2.4.12.A.1 - [Cumulative Progress Indicator] - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
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

- Use and understanding of the function and necessity candy thermometer
- Nutritional and/or detrimental value of candy and snacks
- Functions of various types of sugars
- Candy and snack preparation
- Candy and snack study guide
- Review of candy and snack information
- Labs: Sand storm mix, caramel corn, peanut brittle, butter crunch

Assessments

Formative: Conversation, unit notes, Q&A, Do Now – List the snacks consumed on a regular basis and estimate the cost (What's in your feed bag?)

Summative: End of unit quiz

Alternative: Cooperative learning experience evaluation, participation as assigned

Career Education

CRP6. Demonstrate creativity and innovation.
CRP3. Attend to personal health and financial well-being

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21st Century Skills
9.1: 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. CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment
Interdisciplinary Connections
LA.RST.9-10.3 - [Progress Indicator] - 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.F - Collect and analyze data to identify solutions and/or make informed decisions. Students will research the nutritional value of various snacks, and further research the feasibility of creating healthier snacks.

Time Frame	2 weeks
Topic	
Meal Planning/Shopping for Food	
Essential Questions	
• What percentage of the day's total calorie needs should breakfast satisfy? • When planning a meal, what part of the meal should you start with? • What food groups should be included in a well-balanced meal? • Do all people need the same nutrients? • What factors determine how much money a family spends on food? • What percentage of a family's income is commonly spent on food yearly? • What are the characteristics of a well-planned meal?	

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- Why is it important to read food labels?
- How is unit pricing determined?
- What are the various grocery shopping options?
- What are the various dates that can be found on food packages?
- What are the guidelines for grocery shopping?

Enduring Understandings

- Students will become aware of their nutrient needs for the day.
- Students will be able to plan a well-balanced meal.
- Students will be able to name all five food groups and incorporate them into meal planning.
- Students will become familiar with how much money a family can spend on food.
- Students will be able to plan a meal that incorporates the six characteristics of food.
- Students will be able to read and comprehend nutrition labels and ingredient lists.

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

- Meal planning, shopping skills
- Characteristics of food/meals
- Family food budget
- Nutrition labels, including ingredient list
- Meal preparation (sequencing and organization)
- Increasing/decreasing the yield of a recipe
- Creating a shopping list
- Meal planning and shopping study guides
- Review meal planning
- Review shopping strategies
- Shopping list worksheet
- Review increasing and decreasing yield
- Review shopping list worksheet

- Lab: Plan and prepare a balanced meal within lab (kitchen) group, organizing recipes and grocery list

Assessments

Formative: Conversation, unit notes, Q&A, Do Now – group discussion on personal dietary choices/restrictions.

Summative: End of unit quiz

Alternative: Students plan and execute a family menu demonstrating conceptual comprehension and mutual respect for dietary preferences

Career Education

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason

21st Century Skills

CAEP.9.2.12.C.4 - 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.

LA.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Technology Integration

TECH.8.1.12.A - Select and use applications effectively and productively.
Students will use Google classroom to list and discuss strategies for effective food shopping.

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Time Frame	1 week

Topic

Breakfast

Essential Questions

- What does the word "breakfast" mean?
- What portion of the day's total calorie needs should breakfast satisfy?
- How has breakfast changed in the last few decades?
- What would a good breakfast consist of?
- What are some low-fat breakfast choices?
- Are there any healthy breakfast choices be at McDonalds?
- Do you look at the calorie content of your morning coffee beverage?
- What types of foods are best to eat in the morning and why?

Enduring Understandings

- Students will become aware of the importance of eating a nutritious breakfast.
- Students will be able to plan a nutritious breakfast.
- Students will be able to prepare various types of hot cereals.
- Students will be able to understand cereal box nutrition labels.
- Students will be able to list various healthy fast-food choices for breakfast.
- Students will be able to incorporate healthy breakfast choices into their diets.

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.
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

- Nutrition
- Breakfast meal planning
- Healthy fast-food choices
- Low-fat breakfast preparation
- Reading nutrition labels on cereal boxes
- Breakfast notes
- Reading a cereal box nutrition label
- Labs experience: preparing a variety of hot cereals (whole grain and processed), making lower-fat turkey bacon, egg, and cheese sandwiches, preparing homemade granola and serving it with fresh fruit as a parfaits

Assessments

Formative: Conversation, unit notes, Q&A, brainstorm and create a breakfast menu for five school mornings

Summative: End of unit quiz

Alternative: Prepare a list of basic, nutritious foods to have ready to grab and go for school mornings

Career Education

CRP6. Demonstrate creativity and innovation.

21st Century Skills

Standard 9.1: 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.

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

Interdisciplinary Connections

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LA.RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Technology

TECH.8.1.12.F - Collect and analyze data to identify solutions and/or make informed decisions.
Students will use google slides to create menus for a healthy, balanced breakfast meal.

Time Frame	1 week

Topic

Seasonings and Soups

Essential Questions

- What is the difference between spices, herbs, seeds, blends, and condiments?
- How long should spices and herbs be stored?
- How should red pepper seasonings be stored?
- How do you use seasonings?
- What is the difference between fresh and dried herbs?
- What are the two basic types of soups?
- How is stock made? What is stock?
- How is a basic cream soup made?
- How is a white sauce made?
- What is a roux?

Enduring Understandings

- Students will be able to properly classify spices, herbs, seeds, blends, and condiments.
- Students will be able to describe the proper storage of seasonings.

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- Students will be able to use seasonings properly during cooking.
- Students will be able to explain the difference between fresh and dried herbs.
- Students will know the difference between cream and stock soups.
- Students will be able to prepare a stock soup.
- Students will be able to prepare a cream soup using a roux.
- Students will understand the process of clarifying stock.
- Students will know the difference between a chowder and a bisque.
- Students will become familiar with the preparation of a basic white sauce.

Alignment to Standards

HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Learning Activities & Key Concepts and Skills

- Classification, uses of and storage of seasonings
- Cooking with herbs, spices and seasonings
- Stock soup
- Cream soup
- Clarification of stock
- Demonstrate how to make a roux, white sauce and complete the flow creating a cheese sauce.
- Explain and demonstrate the differences/similarities between chowder and bisque (and the cost)
- Complete study guides
- Demonstrate the visual and olfactory impact of various seasonings
- Labs: Use various seasonings to make seasoned bread sticks, applesauce cake, vegetable stock, and a cream soup

Assessments

Formative: Conversation, unit notes, Q&A, Do Now: What are the typical seasonings used in your home, and why? Cultural? Preferential? Or just traditional (and comfortable!)?

Summative: End of unit quiz

Alternative: Create a food (appetizer, side dish, main dish or dessert) that is representative of your

culture, or tradition.
Career Education
CRP2. Apply appropriate academic and technical skills. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills
CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment. **CAEP.9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.**
Interdisciplinary Connections
LA.RST.11-12.9 -Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Technology Integration
TECH.8.1.12.F- Collect and analyze data to identify solutions and/or make informed decisions. Students will use YouTube to extend learning on the link between soups and culture.

Time Frame	2 weeks
Topic	
Cakes	
Essential Questions	
• What is the difference between a shortened and un-shortened cake?	

- How is a chiffon cake different from shortened and un-shortened cakes?
- What are the main ingredients in cakes?
- What type of flour is best for making cakes?
- Why is it important to keep all fat out of an un-shortened cake?
- When do you grease the pan for cake baking?

Enduring Understandings

- Students will become familiar with the various types of cakes.
- Students will be able to list the main ingredients in cakes, and identify how to alter a basic recipe to create a different result.
- Students will be able to properly separate egg whites for use in un-shortened cakes.
- Students will be able to properly prepare the pan for various types of cakes.
- Students will show proficiency in the preparation of frosting/icing.
- Students will be able to properly test various cakes for doneness.
- Students will understand the importance of temperature control to the end product.

Alignment to Standards

HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
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

- Shortened and un-shortened cakes
- Chiffon cakes
- Cake ingredients
- Separating eggs
- Testing cakes for doneness
- Students complete cake study guide
- Teacher demonstration of egg separation and folding technique
- Students practice separating eggs, to make angel food cake
- Labs: Students make a variety of group chosen cakes- each group chooses a recipe and prepares and frosts (if desired) a cake to share with the class, mini upside-down cakes, use a box cake mix to

make cake like cookies (Tuxedo or black/white cookies), make ice cream cone cupcakes (or muffin pan cupcakes) and decorate with a chosen theme
Assessments
Formative: Conversation, unit notes, Q&A Summative: End of unit quiz Alternative: Students can practice decorating skills by demonstrating what various frosting tips can do
Career Education
CRP6. Demonstrate creativity and innovation
21st Century Skills
CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment. 9.3.HT- RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
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.D - Demonstrate personal responsibility for lifelong learning. Students will use a digital site of their choosing to explore various cake products and designs.

Time Frame	1 week

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Topic
Appetizers/Poultry
Essential Questions
• What are hors d'oeuvre? What are canapés? • What is the difference between hot and cold appetizers? • How is a cold appetizer platter prepared? • How are hot appetizers served? • What is poultry? • How should poultry be stored? • What is the temperature of properly cooked poultry? • What are the various cooking methods for poultry? • What is the nutritional value of poultry? • What counts as one serving size of poultry
Enduring Understandings
• Students will be able to describe the difference between appetizers and hors d'oeuvres. • Students will be able to make canapés. • Students will be able to explain the difference between hot and cold appetizers. • Students will understand how poultry is purchased and stored. • Students will be familiar with the proper temperature of cooked poultry. • Students will be able to explain the nutritional value of poultry. • Students will be able to properly cook poultry in a variety of methods
Alignment to Standards
HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide. 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

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- Identify commonly served hors d'oeuvre and canapés
- Hot and cold appetizers, appetizer platters
- How to select the cut of poultry, store, prepare and present the meal
- Cooking methods of poultry
- Determining the serving size of poultry
- Hot and cold appetizer and poultry study guides
- Review of appetizer information
- Labs: Students prepare various cold appetizer platters, prepare spinach artichoke dip, Buffalo wings, herbed chicken, peanut butter chicken, chicken Parmesan pizza
- Review poultry study
- Review appetizers study

Assessments

Formative: Conversation, unit notes, Q&A, list favorite appetizers made at home, or ordered when dining out

Summative: End of unit quiz

Alternative: Create an appetizer plate at home demonstrating the application of theory

Career Education

CRP3. Attend to personal health and financial well-being.

CRP11. Use technology to enhance productivity.

21st Century Skills

Standard 9.1: 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.

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

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Interdisciplinary Connections
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. Additional resources will be posted on Google Classroom to expand their knowledge of poultry dishes.

Time Frame	1 week
Topic	
Pies	
Essential Questions	
• What are the four basic types of pies? What are the four pie pastry ingredients? • Why should pastry be handled as little as possible? • Why must the water be cold when making pastry dough? • How is the size of the pastry determined? • How do cream and custard pies differ? How are they the same?	
Enduring Understandings	
• Students will be able to list the four basic types of pies. • Students will be able to describe how to make a basic pie crust. • Students will be able to demonstrate how to roll out a pie crust. • Students will explain the difference between cream and custard pies. • Students will be able to make a fluted edge on a pie crust.	
Alignment to Standards	

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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.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Learning Activities & Key Concepts and Skills

- Types of pies, pastry ingredients
- Demonstrations: Pie shell preparation, making a pie crust and rolling the pastry to fit the pan including making a fluted pie crust and a traditional pie crust
- Characteristics of a: fruit pie, cream pie, custard pie, and chiffon pie
- Main dish (savory) pie options
- Sweet pie options – including tarts
- Appetizer pastries
- Pie and pastry study guides
- Review pies and pastries information
- Labs: make pastry dough, formed for pie shell, make fillings (chocolate cream pie, seasonal fruit pie, lemon meringue) using single or double crust as required. Each group chooses and prepares a different fruit pie to share with the class

Assessments

Formative: Conversation, unit notes, Q&A, Do Now: What are the seasonal fruits/vegetables currently available to make pie?

Summative: End of unit quiz

Alternative: Product based success demonstrating subject comprehension

Career Education

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

21st Century Skills

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Standard 9.1: 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.

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

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.D- Demonstrate personal responsibility for lifelong learning.
Using the internet, students will explore the types of pies and the availability of seasonal fruits and vegetables.

Time Frame	1 week

Topic

Meats/Seafood

Essential Questions

- What are the four most common meats consumed in the United States?
- What is the recommended internal temperature of various meats?
- What is the roasting temperature of various meats?
- What are the most common cooking methods for meat?
- What are the main nutrients in meat?
- What constitutes a serving size of meat?
- What are the clues to meat tenderness?

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- What are the two classifications of seafood?
- What is the difference between shellfish and finfish?
- How can you tell when fish is cooked properly?
- What are the various forms of fish sold?
- How do you store seafood and for how long?
- What are the signs of quality in fresh seafood?

Enduring Understandings

- Students will become familiar with the purchase, storage, and preparation of beef, veal, lamb/mutton, and pork.
- Students will be able to explain the most common cooking methods for meat.
- Students will understand what constitutes a serving size of meat.
- Students will be able to describe the clues to meat tenderness.
- Students will become familiar with various meat terminologies.

Alignment to Standards

HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Learning Activities & Key Concepts and Skills

- Meat types
- Meat cooking methods
- Nutrition in meat
- Meat tenderness
- Classifications of seafood: Shellfish, Finfish, cuts of fish
- How to buy, store, prepare and serve seafood and meat
- Meat and seafood study guides
- Review of meat and seafood information
- Labs: stuffed peppers, Swedish meatballs, pork fried rice, beef and broccoli stir-fry, shrimp Franchise, clam chowder and crab Alfredo

Assessments

Formative: Conversation, unit notes, Q&A, whole class poll – identify the percentage of class who include these foods in their diet

Summative: End of unit quiz

Alternative: Product based success

Career Education

CRP1**.** Act as a responsible and contributing citizen and employee.
CRP7**.** Employ valid and reliable research strategies.

21st Century Skills

Standard 9.1 21st-Century Life and 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.

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

Interdisciplinary Connections

LA.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Technology Integration

TECH.8.1.12.A-Select and use applications effectively and productively.
Using Google Classroom, students will participate in an on-line discussion on how many incorporate meat and seafood into their own diets, as well as the reasons for the frequency.

Time Frame	1 week

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Topic
Candy Crafting/Cake Decorating
Essential Questions
• What is the difference between candy crafting and candy making? • What are candy melt ingredients? • What are the steps in making crafted candy? • Why is it important to keep water away from the melted chocolate? • What type of surface is best for cake decorating? • What are the three consistencies of frosting and what is each one used for? • How do you fill a decorating bag with frosting? • How are decorating tips identified? • What are the steps in frosting a cake?
Enduring Understandings
• Students will understand the difference between candy crafting and candy making. • Students will be able to demonstrate the steps in making crafted candy. • Students will follow precautionary measures while working with candy. • Students will be able to demonstrate how to properly and creatively frost a cake. • Students will be able to describe the three consistencies of frosting and their uses. • Students will demonstrate how to fill a decorating bag with frosting. • Students will practice and learn how to use a variety of decorating tips to create a desired product
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. 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

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- Candy crafting ingredients, crafting tools and supplies
- Candy melts, candy molds, candy crafting
- Frosting categories, steps to frost a cake
- Using a decorator's bag with various tips
- Candy crafting, and cake decorating study guides
- Review candy crafting and cake decorating
- Teacher demonstration candy crafting and cake decorating
- Labs: a variety candy crafted items, bake, frost and decorate a cake

Assessments

Formative: Conversation, unit notes, Q&A

Summative: End of unit quiz

Alternative: Students can experiment with various types of crafting, and present methods or techniques used to achieve a look

Career Education

CRP6. Demonstrate creativity and innovation.

21st Century Skills

Standard 9.1: 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.

Interdisciplinary Connections

MA.9-12.N-Q.A.2- Define appropriate quantities for the purpose of descriptive modeling.

Technology Integration

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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 many creative ways that bakeries create and produce cakes, and the various events that serve cakes.

Time Frame	2 weeks

Topic

Menu Planning Project/Desserts & Cookies

Essential Questions

- How would you begin to plan a menu? What is included in a well-planned menu?
- How should a shopping list be composed?
- How do you change the yield on a recipe?
- What is a time-work schedule?
- What are the main ingredients in desserts and cookies?
- What is the first step in making most cookies?
- What is the nutritional value of desserts and cookies?

Enduring Understandings

- Students will be able to plan a balanced meal.
- Students will find recipes for their meal and adjust the serving size to four servings.
- Students will be able to create a shopping list for their menu.
- Students will be able to write a time-work schedule.
- Students will identify the ingredients and functions of various desserts and cookies.
- Students will be able to prepare a variety of desserts and cookies.

Alignment to Standards

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HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

Learning Activities & Key Concepts and Skills

- **Menu planning and writing a shopping list**
- **Time-work schedule**
- **Recipe search – based on main ingredient, or desired dish**
- **Desserts – the variety, options and preparation**
- **Cookie types, cookie ingredients and cookie preparation**
- Write menu
- Find and organize recipes for menu
- Create shopping list for menu
- Create time-work schedule
- Study guides for dessert and cookie preparation
- Labs: hot fudge sauce, a variety of cookies from each of the six categories to experience a cookie exchange. (Each group make a different cookie)

Assessments

Formative: Conversation, unit notes, Q&A, Poll: List and vote on most popular (commonly made) cookies

Summative: End of unit quiz

Alternative: Create a homemade cookie dough and compare it to a manufacturers' cookie; compare ingredients

Career Education

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

21st Century Skills

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

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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.8.2.12.C-Analyze a product and how it has changed or might change over time to meet human needs and wants. Students will use google slides to present their respective menu planning projects.

Time Frame	1 week
Topic	
Greek Foods & Customs	
Essential Questions	
• Where is Greece located? What are the neighboring countries? • What is the capital of Greece? • What is the favorite meat in Greece? • What are popular vegetables in Greece? • What is the favorite liqueur in Greece? • What is phyllo dough? • What is the most popular sweetener in Greece?	
Enduring Understandings	
• Students will become familiar with basic information about Greece. • Students will become aware of various favorite Greek dishes. • Students will be able to list favorite vegetables of the Greeks. • Students will be able to prepare several recipes using phyllo dough.	

- Students will understand that honey is used in many Greek desserts.

Alignment to Standards

HPE.2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
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

- Map of Greece
- Meats and vegetables of Greece
- Greek food customs – why are particular foods common?
- Learning what phyllo dough is, and how to handle it
- Greek notes and discussion
- Labs: Baklava, Spanakopita, cheese puffs, gyros

Assessments

Formative: Conversation, unit notes, Q&A,

Summative: End of unit quiz

Alternative: Research traditional Greek foods, and why they ate those foods

Career Education

CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

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

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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 sites of their choosing to research Greek customs as they relate to meal planning.

Time Frame	1 week
Topic	
Germany/Gingerbread Houses	
Essential Questions	
• Where is Germany located? What countries are their neighbors? • What are some of Germany's favorite foods? • What are the popular beverages in Germany? • What vegetable is served at most German meals? • Where did hot dogs and hamburgers originate from? • When is the largest meal of the day served in Germany? • What is the significance of the gingerbread house?	
Enduring Understandings	
• Students will be able to explain where Germany is located. • Students will be able to list several German favorite foods. • Students will be aware of the origin of the hot dog and hamburger. • Students will become familiar with the favorite beverages of Germany. • Students will become familiar with the gingerbread making process	

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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
• Study the Germany culture, locate it on the map of Europe, identifying how geography influences the cuisine • Identify favorite foods – how their foods are prepared • Pronunciation of German foods • Gingerbread houses are a part of a long culture – research the history • Study guide for Germany • Review German Information • Gingerbread Houses DVD with fact sheet • Labs: Spätzle, Kartoffelpuffers, Gingerbread houses
Assessments
Formative: Conversation, unit notes, Q&A Summative: End of unit quiz Alternative: List and explain German foods commonly enjoyed locally
Career Education
CRP12. Work productively in teams while using cultural global competence.
21st Century Skills
Standard 9.1 21st-Century Life and 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.

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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 sites of their choosing to research German customs as they relate to meal planning.

Time Frame	1 week

Topic

British Isles/French Foods & Customs

Essential Questions

- Where are the British Isles and France located?
- What countries do the British Isles include?
- What are the favorite foods of England, Ireland, Scotland, and Wales?
- What are the favorite foods of France?
- What are the customs of the British Isles?
- What are the customs of France?
- Are their distinct culinary similarities or differences?
- Tea – is it a beverage of choice?

Enduring Understandings

- Students will be able to properly locate the British Isles and France on a map.
- Students will be able to list the countries of the British Isles.

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- Students will be able to prepare several foods from the British Isles and France.
- Students will have an understanding of the food customs of the British Isles and France
- Tea service is culturally significant in both countries.

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

- Locate the British Isles and France on a map
- Identify French culinary terms – identifying how that has influenced American terminology
- List popular foods of France, England, Ireland, Scotland, and Wales
- Food preparation- British Isles and France, observe similarities and differences
- Study guide and review of British Isles and France
- Labs: British Isle favorites: scones, shortbread. French onion soup, a variety of cheese and vegetable quiche, cream puffs, high tea service including savory finger sandwiches and scones with cream

Assessments

Formative: Conversation, unit notes, Q&A, completion of tea setting as researched

Summative: End of unit quiz

Alternative: Research and create a food typically enjoyed during a trip to the UK

Career Education

CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

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CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.
Interdisciplinary Connections
LA.RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Technology Integration
TECH.8.1.12.D--Demonstrate personal responsibility for lifelong learning. Students will use sites of their choosing to research British and French customs as they relate to meal planning.

Time Frame	2 weeks
Topic	
Italian/Mexican Foods & Customs	
Essential Questions	
• Where are Italy and Mexico located? • What are the food customs of Italy and Mexico? • When is the main meal of the day served in Italy and Mexico? • What are the popular foods of Italy? Of Mexico? • Are the climates of both countries similar?	
Enduring Understandings	
• Students will become familiar with the location of Italy and Mexico.	

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- Students will become familiar with the food customs of Italy and Mexico.
- Students will be able to prepare several popular Italian dishes.
- Students will be able to prepare several Mexican dishes.

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

- Locate Italy on map; locate Mexico
- Identify the food customs of Italy and Mexico
- Study guides on Italy & Mexico
- Labs: pasta Faggioli, mozzarella sticks, marinara sauce, cheese quesadilla, flan, Mexican layer dip
- Italian and Mexican review

Assessments

Formative: Conversation, unit notes, Q&A, Do Now: List foods from both countries

Summative: End of unit quiz

Benchmark: End of course

Alternative: Research and create a traditional, representative food

Career Education

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

Standard 9.1: 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.

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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 sites of their choosing to research Italian and Mexican customs as they relate to meal planning.

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

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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.

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