



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.

DEPARTMENT: **Family and Consumer Science**

COURSE: **Foods I**

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
November 2024	Patrick Sullivan	Updated to include New State Mandates
August 2025	Patrick Sullivan	Alignment to Standards & Revisions

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COURSE: **Foods I**

Township of Ocean Pacing Guide	
Week	Marking Period 1 (10 weeks)
1	Introduction to Foods 1 Course Outline-Expectations Influences on Food Choices
2	Safety & Sanitation/Hygiene Prevention Awareness
3	Kitchen Management Layout & Uses Getting Ready to Cook
4	Food Laboratory Lab Day Tour Procedures, Duties & Rubric
5	Kitchen Tool Identification & Uses Kitchen Terms Vocabulary Building
6	Measurement Methods Accuracy of Ingredients SGO Assessment
7	Culinary Math in the Kitchen Measurement Equivalents
8	How to Read a Recipe Order of Operations Mise en Place
9	Baking Functions of Ingredients Baking Cakes & Pies Mix Methods
10	Quick Breads Leavening Agents

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COURSE: **Foods I**

Week	Marking Period 2 (10 weeks)
11	Yeast Bread Dough Creation Bread History
12	Longest Living People Diets & Eating Through the Years
13	Food Guides & Plans Governmental Programs Meal Planning
14	Food Renaissance Sensory Aspect of Foods Herbs & Spices
15	Protein Group Cooking Methods
16	Alternate & Complimentary Protein
17	Dairy, Milk & Eggs Nuts, Seeds & Grains
18	Vegetable & Fruits Cooking Methods & Preparation
19	Hospitality - Food Presentation & Entertaining Customer Service Standards & Guidelines
20	Student Cultural Identification Graphic & Final Projects

Core Instructional & Supplemental Materials, including various levels of Texts

Text:

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

Digital Resources Across All Levels: (D=differentiated)

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

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

TedTalks

Recipe Research

NY Times: Healthy/Smart Eating Articles

Time Frame	1/2 Week
Topic	
Safety & Sanitation	
Alignment to Standards	
2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • 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? • Students can distinguish safety hazards and procedures in the kitchen. • Students know how to prevent kitchen accidents and fires. • Harmful bacteria in food cause foodborne 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.	
<u>Learning Activities:</u> • 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, and 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	

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COURSE: **Foods I**

- 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 before the beginning of any classroom instruction

Alternative:

- Participation as assigned

Interdisciplinary Connections

W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient **textual and non-textual** evidence.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

Technology Integration

Career Education

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

Time Frame

1/2 Week

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COURSE: **Foods I**

Topic
Cooking Methods
Alignment to Standards
2.2.12.N.5: Research present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Learning Objectives and Activities
<u>Learning Objectives:</u> • How do the tools used to prepare food affect the outcome of the food? • When does the type of pot (or pan) and the size matter? • Why spend more on major appliances? • Does it matter if you use a dark or a light baking sheet? • Using quality products has a positive environmental impact rather than using disposable ones. • Baking is a science; cooking is an art. Know the difference. • Understanding how the different types of materials that cookware is made from affect 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 than dining out. <u>Learning Activities:</u> • Study guides: Kitchen Utensils, Choosing Kitchen Appliances, Small Equipment identification. • Lab Practice: Mini-pizza, Monkey Bread, Cheese Quesadillas, Cream Cheese Coffee Cake
Assessments
<u>Formative:</u> • Conversation, Chapter notes, Q&A, demonstrations of previous knowledge <u>Summative:</u> • End of unit quiz <u>Benchmark</u>

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COURSE: **Foods I**

Alternative:

- Participation as assigned, observation, and teamwork efforts

Interdisciplinary Connections

RI.CI.9-10.2. Determine **one or more central ideas of an informational text** and analyze how it is developed and refined throughout a text, **including how it emerges** and is shaped by specific details; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

CRP4. Communicate clearly and effectively and with reason.

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

Time Frame

1 Week

Topic

Common Kitchen Terms
Recipe & Measurement

Alignment to Standards

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Learning Objectives and Activities

Learning Objectives:

- How does the cut of a vegetable affect the outcome of the recipe?
- Kitchen fundamentals make working systematic. Why is this important?
- Measuring is essential – sometimes. Why? Why not always?
- Does it matter if you use a dry measure cup to measure a liquid?
- Recipes use a variety of terms to describe exactly how to handle ingredients.

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COURSE: **Foods I**

- Recipes represent the work of creativity, science, and culinary adventure.
- Baking and Cooking Terms identify various ways to mix, cut, cook, and bake.

Learning Activities:

- 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.
- 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

Interdisciplinary Connections

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

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COURSE: **Foods I**

Career Education

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

Time Frame

1 Week

Topic

Baking & Quick Breads

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

Learning Objectives:

- 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 value of baked products?
- What is the difference between quick breads and yeast breads?
- How does muffin preparation differ from biscuit preparation? What do they have in common?
- Bread is a part of every culture. Traditions include breads 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.

Learning Activities:

- 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 and muffin making. Identify what they have in common and where they differ.
- Lab: Muffins, Corn Bread, Pumpkin Bread, Banana Bread, seasonal fruit or vegetables

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COURSE: **Foods I**

that can be used.

Assessments

Formative:

- Conversation, Chapter notes, Q&A

Summative:

- End of unit quiz

Benchmark

Alternative:

- Participation as assigned, create a list of quick breads using seasonal fruits or vegetables.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

Technology Integration

Career Education

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

Time Frame

1/2 Week

Topic

Table Setting & Manners

Alignment to Standards

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COURSE: **Foods I**

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan

Learning Objectives and Activities

Learning Objectives:

- 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?
- 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.

Learning Activities:

- Table Appointment terms: dinnerware, flatware, beverageware, 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

Alternative:

- Participation as assigned, observation, creativity in table setting

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal

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COURSE: **Foods I**

growth
Technology Integration
Career Education
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame	1/2 Week
Topic	
Convenience Foods	
Alignment to Standards	
2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • 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? • 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 healthier meal than what might be consumed if dining out.	
<u>Learning Activities:</u> • 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 healthy meals, and the family's food preferences and values. • Textbook guide: Choosing Convenience Foods • Using homemade baking mix, prepare biscuits, Bisquick Zucchini Bake, and	

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COURSE: **Foods I**

pancakes.

Assessments

Formative:

- As a group, identify convenience foods that may already be a part of the family diet.

Summative:

- End of unit quiz

Benchmark

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 week.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

Career Education

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Nutrition

Alignment to Standards

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COURSE: **Foods I**

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance

Learning Objectives and Activities

Learning Objectives:

- 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?
- 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.

Learning Activities:

- 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

Benchmark

Alternative:

- Participation as assigned, observation, participation in healthy snacks for school

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COURSE: **Foods I**

posters
Interdisciplinary Connections
RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
Career Readiness, Life Literacies, and Key Skills
Technology Integration
Career Education
CRP5. Consider the environmental, social, and economic impacts of decisions. CRP10. Plan education and career paths aligned to personal goals.

Time Frame	1/2 Week
Topic	
Grains	
Alignment to Standards	
2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What is the protein found in most grains? • Fiber is an essential ingredient in whole grains, but why? • 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 do heat and liquids affect starches? • Grains, especially whole grains, should make up the most significant part of our diet.	

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COURSE: **Foods I**

Know how to buy, store, and prepare grains to maximize their nutritional value. Each of the three parts of a grain contributes essential nutrients to our diet. Culturally, grains have always been a critical part of daily meals.

- Lesser-known grains are making a return to mainstream meal managers. Examples include quinoa, rye berries, spelt berries, and wild rice.

Learning Activities:

- 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 the nutritional value of rice and pasta.
- Use the skills of convenience foods to make and store your grain products.
- Textbook 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 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

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COURSE: **Foods I**

Career Education

CRP4. Communicate clearly and effectively and with reason.

Time Frame

1/2 Week

Topic

Fruits & Vegetables

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

Learning Objectives:

- How are vegetables & fruits purchased? What is the “best” choice? Is there a nutritional difference 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?
- Fruits and vegetables are the edible parts 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.

Learning Activities:

- 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

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COURSE: **Foods I**

Assessments

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)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

Career Education

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

Time Frame

1/2 Week

Topic

Eggs

Alignment to Standards

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

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COURSE: **Foods I**

Learning Objectives and Activities

Learning Objectives:

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

Learning Activities:

- Describe the methods to cook eggs – fried, baked, poached, scrambled, hard-boiled, 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-easy

Assessments

Formative:

- Conversation, Chapter notes, Q&A

Summative:

- End of unit quiz

Benchmark

Alternative:

- Participation as assigned, demonstrate egg preparation as a breakfast food.

Interdisciplinary Connections

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COURSE: **Foods I**

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

Technology Integration

Career Education

CRP11. Use technology to enhance productivity.

Time Frame

1/2 Week

Topic

Milk/Milk Products & Turkey

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

Learning Objectives:

- 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 primary nutrients found in milk and milk products?
- Why is milk a digestive issue for some populations?
- 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.

Learning Activities:

- Identify and apply key concepts of milk: fortified, homogenized, pasteurized, whole, fat-free, 1%, 2%, half & half, cream, evaporated, sweetened condensed milk...

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COURSE: **Foods I**

- Identify and apply key concepts of cooking with milk: curdled, scorched, and white sauce.
- Identify and apply key concepts of yogurt and cheese: curds, whey, yogurt, and 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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills

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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.

DEPARTMENT: **Family and Consumer Science**

COURSE: **Foods I**

Time Frame	1 Week
Topic	
Cookies, Cakes & Crepes	
Alignment to Standards	
2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • 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? • Cookies, cakes, and crepes can, in moderation, fit into a healthy eating plan. • Cookies are higher in fat and sugar than cakes. • There are six types of cookies, but only two types of cakes. • Crepes can be made sweet or savory.	
<u>Learning Activities:</u> • Identify the six types of cookies, and identify examples of each. • Explain what makes the two basic types of cakes different. • Baking requires the application of measurement skills, basic utensil comprehension, and recipe understanding. • Knowledge of ingredients, function, and variations will offer the meal manager greater success. • Textbook guides: Cookies, Crepes for All Occasions • Cookies Labs: whole wheat sugar, coconut macarons, oatmeal applesauce, oatmeal jumbles, lemon bars, chocolate chip • Crepe Lab: Crepes with Nutella	
Assessments	
<u>Formative:</u> • Conversation, Chapter notes, Q&A, create a list of cookie favorites	
<u>Summative:</u> • End of unit quiz	

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COURSE: **Foods I**

Benchmark

Alternative:

- Participation as assigned, identify the types of cookies, giving an example of each.e

Interdisciplinary Connections

W.IW.9-10.2. Write informative/explanatory texts (**including the narration of historical events, scientific procedures/ experiments, or technical processes**) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

CRP11. Use technology to enhance productivity.

Time Frame

1 Week

Topic

Regional Foods

Alignment to Standards

2.2.12.N.5: Research present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

Learning Objectives:

- Food customs in the United States began with what population?

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COURSE: **Foods I**

- 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?
- There are seven central regions of the U.S., each representing cultures and countries that 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.

Learning Activities:

- Identify the six regions of the U.S. – New England, Mid-Atlantic, South, Midwest, West, 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 area.
- 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

Formative:

- Conversation, Chapter notes, Q&A, color a map of the regions of the US to illustrate the produce or seafood common to the area.

Summative:

- End of course project

Benchmark

Alternative:

- Participation as assigned, research a traditional recipe from the different regions, explaining why this food is typical of the area. a

Interdisciplinary Connections

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Technology Integration

Career Education

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

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 the 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-level 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 the lesson
- Work in a small group
- Lesson taught again using a differentiated approach

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COURSE: **Foods I**

- 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 texts 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

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