

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, NJ
Pascack Valley High School, Hillsdale, NJ**

Course Name: DAILY FOOD PREPARATION AND NUTRITION SKILLS

Born On: August, 2020
Previous Revision: June, 2023
Current Revision: June, 2026
Board Approval: 8/24/26

Course Description: Daily Food Preparation and Nutrition Skills

The Daily Food Preparation and Nutrition Skills Course is designed to help students within the Pascack Valley Regional High School District to acquire food selection, handling, preparation and nutrition skills necessary for living on their own after high school. Students will also learn proper table setting and etiquette practices with a focus on interpersonal communication and behavior while dining in a social setting. Topics will include safety, reading a recipe, measuring, food preparation, nutrition, shopping, budgeting, maintaining a healthy lifestyle, and becoming an informed consumer. The course will include group work, guest speakers, videos, shopping trips, Internet research, and many hands-on activities.

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate career readiness, life literacies, and key skills career skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development. Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources. Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities. Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications. Challenge students to solve	Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. Have students retell in their own words before attempting the task. Allow bilingual teachers to reiterate key concepts in simple English or student's language. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students' attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment. Preview materials to increase interest Use organizing tools Highlight key ideas	Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Provide immediate feedback when applicable Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended time to complete assignments

authentic problems involving budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management. Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning. Permit students to establish personal learning goals and timelines for long-term projects.	LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. Use KWL Charts Slowly expand the amount of material being learned. Maintain consistent classroom procedures/routines for prediction and comfort level. Assign buddies/peer tutors to assist with acclimation to the school environment. Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. Use of bilingual dictionaries Use of visual aids (teacher made adaptations, outlines, study guides)	Use questioning techniques to elicit prior knowledge Repeat and clarify directions Segment techniques and task analysis Props/manipulatives to relate to experience Simulations Games/puzzles to generalize information Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher	Provide copy of class notes
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		Students may request to use a computer to complete assignments Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
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PACING GUIDE:

Daily Food Preparation & Nutritional Skills I	
Unit 1: The Foods Lab	3 weeks (209 minutes/week)
Unit 2: Safety and Use of Utensils and Appliances	3 weeks (209 minutes/week)
Unit 3: Measuring	1 weeks (209 minutes/week)
Unit 4: Reading a Recipe	1 weeks (209 minutes/week)
Unit 5: Food Preparation	6 weeks (209 minutes/week)
Unit 6: Table Setting and Etiquette	1 weeks (209 minutes/week)
Unit 7: Shopping	2 weeks (209 minutes/week)
Unit 8: Nutrition	3 weeks (209 minutes/week)
Applying and Practicing Course Skills	15 weeks (209 minutes/week)

Unit Title: The Foods Lab

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Students will become familiar with the food lab by identifying kitchen areas, equipment, tools, safety procedures, and classroom expectations necessary for safe and successful food preparation. Essential Question: - What do I need to know about the food lab to work safely and independently? - How do kitchen tools, equipment, and safety procedures help us become successful cooks?	Students will be able to: Identify and use proper methods for storing foods safely in the kitchen. Identify spoiled foods and properly dispose of them. Wash hands correctly. Wash Dishes correctly. Identify safety hazards in a teacher demonstration done wrong.	Safety worksheet Teacher/student discussion on safety and health procedures Overview of Lab procedures and why they are necessary Hand washing/sanitation expectations Students create a list of safety rules for the kitchen	9.4.12.CT.1 9.4.12.CI.1 Interdisciplinary Connections: Health & Physical Education: Personal hygiene and disease prevention through proper sanitation. Science: Microorganisms and food contamination.	Formative: Identify major areas of the food lab Locates common kitchen tools and equipment Follows classroom expectations Demonstrates safe behavior during the tour Participates in class discussion Summative: Demonstrate the following skills: Locate five areas or pieces of equipment in the food lab. Demonstrate proper handwashing. Identify the location of the fire extinguisher	Laptops and Safety worksheet "Safety in the Kitchen" video Time-work plan Student labs Teacher and student directed Kitchen items used for safety review/demonstration

and first aid kit.

Explain one kitchen safety rule.

Show how to safely handle one kitchen tool (without using it to prepare food).

Benchmark:

Students independently demonstrate safe kitchen procedures by identifying equipment, practicing proper handwashing, locating emergency equipment, and explaining essential food safety rules

Unit Title: Safety and Use of Utensils and Appliances					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Correctly operate common appliances: a microwave, blender, toaster, can opener, oven, and refrigerator. Correctly select and use common kitchen utensils: peeler, grater, and pizza cutter. Essential Question: Why is it important to use kitchen utensils safely and correctly when preparing food? How can using the right utensil the right way help us cook safely and successfully?	Students will be able to: Identify several different appliances and describes function. Explain and practice safety precautions for various appliances and utensils.	Scavenger Hunt to find where utensils are located in the room Game – Identify the Utensils (Students pick a utensil out of a bag and another student has to identify it) Teacher demonstration and student lab to practice using blender, toaster, can opener, oven and refrigerator with an extended focus on microwave for easy meal prep	9.4.12.CT.1 9.4.12.CI.1 Interdisciplinary Connections: Physics: Heat transfer and electrical safety. Health: Injury prevention and first aid awareness.	Formative: Washes hands before food preparation. Follow classroom safety rules. Uses kitchen tools appropriately. Keeps the work area clean and organized. Work safely with classmates. Asks for help when needed Summative: Demonstrate the following: Wash hands using proper technique. Wear appropriate food lab attire (apron, hair secured, closed-toe)	Grocery bags to put utensils in for identification games. Kitchen utensils/appliance and ingredients for lab Laptops games/presentations Utensils and laminate cards for matching games.

Unit Title: Measuring					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Students will demonstrate accurate measurement of ingredients using standard measuring tools for both dry and liquid ingredients in the food lab. Students will apply proper measuring techniques to ensure consistency, accuracy, and success in food preparation. Essential Question: How does measuring ingredients correctly affect the taste, texture, and success of a recipe? What tools do we use to measure ingredients, and how do we choose the right one? How do precise measurements help us follow recipes	Students will be able to: Students will demonstrate understanding of measuring tools and basic measurement skills for cooking and baking. Develop the skills necessary for proper Measuring techniques. Measure correctly liquid and dry ingredients. Identify liquid measures, dry measures, and measuring spoons. Select the appropriate measurement tool for various ingredients and amounts.	Students practice measuring different types of liquid and dry ingredients. Students take a video of themselves measuring various ingredients. Students create measuring references. (Take a picture of each measuring tool, label and describe what it is used for) Game matching measuring utensil with ingredient to be measured.	9.4.12.CT.1 9.4.12.TL.2 9.4.12.CI.1 Interdisciplinary Connections: Mathematics: Fractions, ratios, conversions, and precision measurement.	Formative: Teacher Observations Identify measuring tools correctly Uses measuring tools appropriately during practice Follows recipe measuring directions Demonstrates safe and responsible behavior in the lab Participates in measuring activity Summative: Correctly identify measuring tools (dry cups, liquid cup, spoons) Accurately measure one dry ingredient Accurately measure	Measuring utensils Flour, salt, brown sugar, colored water for measuring practice Measuring worksheet Youtube videos on measuring. Laptops Online matching games

successfully and safely? What can happen if ingredients are not measured correctly in cooking and baking?				one liquid ingredient Use proper measuring technique (leveling dry ingredients, reading liquid at eye level) Follow recipe instructions carefully Maintain a clean and safe workspace Benchmark: Students accurately measure dry and liquid ingredients, select appropriate measuring tools, and complete a measuring skills assessment	
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Unit Title: Reading a Recipe					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Establish and practice a routine for completing recipes. Essential Question: How does reading and following a recipe carefully help ensure cooking success? (<i>Best overall choice</i>) What steps do we need to follow to correctly read and understand a recipe?	Students will be able to: Identify abbreviations often used in recipes. Acquire knowledge about and define basic cooking terminology. Identify the parts of a recipe. Follow a simple recipe in sequence.	Abbreviation worksheet. Abbreviation matching game on laptop. Teachers will provide students with cooking terms glossary. Students create a poster for cooking terms from the glossary. Teacher/Student brainstorm and discuss the type of information found in a recipe and how it is presented. Read and describe the steps of a recipe. Assemble the utensils needed for a recipe. Put in place the	9.4.12.TL.2 9.4.12.CT.1 9.4.12.CI.1 Interdisciplinary Connections: English Language Arts: Reading informational text, sequencing, and vocabulary development. Technology: Digital recipe research and organization.	Formative: Identifies parts of a recipe correctly Follows recipe reading discussion Understands importance of order Participates in class activity Demonstrate readiness for cooking tasks Summative: Read the recipe before beginning Identify all ingredients and tools needed Measure ingredients correctly Follow steps in correct order Use kitchen equipment	Worksheets for Abbreviations Laptops – variety of Activities Print out of Cooking Glossary Poster board/, markers, Laptops Cookbooks Reading a Recipe worksheet Step by Step chart for completing a Recipe

		procedures for completing a recipe (lab) Read recipe completely: Grocery list What utensils/Pans do you need? (list) Shopping(list) Create a reference page for cookbook common abbreviations.		safely Maintain a clean and organized workspace Complete the recipe with minimal assistance Benchmark: Students independently interpret a recipe, identify all ingredients and equipment, organize preparation steps, and successfully complete a recipe following the correct sequence with minimal support.	
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Unit Title: Food Preparation					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Students will plan and prepare simple, balanced meals using basic cooking skills, safe food handling practices, and proper kitchen tools. Students will demonstrate understanding of meal preparation steps, including planning, gathering ingredients, and following recipes. Students will apply food safety, kitchen safety, and time-management skills during meal preparation activities. Essential Question: What steps are needed to successfully plan and prepare a meal? How do nutrition, safety, and organization work together in meal preparation?	Students will be able to: Wash hands, wear clean clothes, aprons, and tie back hair during food preparation. Organize, open, cut, chop, and otherwise prepare food for a recipe/meal. Wash and clean food as needed for a recipe. Use preparation techniques such as prepare, chop, grate, peel, and slice to complete recipes. Select the proper utensils and equipment for the food and preparation.	Breakfast Labs Pancakes French Toast Eggs-Fried, scrambled hard boiled, soft boiled Toast Instant Oatmeal Muffins Smoothies Lunch Labs: Sandwiches PB&J, Grilled Cheese BLT Soup-tomato and Vegetable Pizza Ham & Cheese roll ups Quesadillas Stuffed Tortilla Wraps Burgers Egg Salad Snacks/Sides Apples & Peanut Butter Soft Pretzels Zucchini Sticks	9.4.12.TL.2 9.4.12.TL.3 9.4.12.CI.1 Interdisciplinary Connections: Health: Healthy meal preparation and food safety practices. Science: Physical and chemical changes during cooking.	Formative: Participates in planning discussion Identify basic meal preparation steps Follows safety rules in the food lab Uses kitchen tools appropriately Demonstrates readiness for hands-on cooking Summative: Read and follow the recipe in the correct order. Gather the correct ingredients and equipment. Measure ingredients accurately.	Recipes Kitchen Lab ingredients Utensils Appliances

Why is it important to plan before preparing a meal?	Use correct measuring tools and techniques Follow the lab and safety procedures. Sample a variety of different food with different textures, colors, and flavors.	Roasted Vegetables Fruit Salad Crinkle Fries Cheesy Bread Sticks Nachos Pita Chips and Dip		Practice proper handwashing and food safety. Use kitchen tools safely and correctly. Prepare the meal successfully. Clean and sanitize the work area after cooking. Benchmark: Students independently prepare a complete recipe while demonstrating proper sanitation, accurate measuring, safe equipment use, teamwork, and successful final product evaluation using a performance rubric.	
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Unit Title: Table Setting and Table Etiquette					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Students will practice table-setting procedures and dining etiquette to promote independence, confidence, and social responsibility. Students will demonstrate proper table-setting techniques and dining etiquette for everyday meals and special occasions. Essential Question: How do good manners and etiquette show respect for ourselves and others? What skills do we need to demonstrate appropriate table etiquette in different settings? How does proper table setting contribute to a positive dining experience?	Students will be able to: Students identify all of the utensils needed for a basic table setting. Students practice putting the utensils in the proper table setting position. Students create a placemat and laminate. They create the items for the table setting and practice placement.	Students identify all of the utensils needed for a basic table setting. Students practice putting the utensils in the proper table setting position. Students create a placemat and laminate. They create the items for the table setting and practice placement.	9.4.12.CI.1 Interdisciplinary Connections: Social Studies: Cultural traditions and dining customs around the world. English Language Arts: Communication and interpersonal speaking skills.	Formative: Teacher Observation: Correctly sets a basic table. Identify the placement of utensils. Demonstrates good table manners. Uses polite language. Participates respectfully during the activity. Summative: Set a basic table correctly: Place utensils, napkins, and glass in the proper locations. Demonstrate appropriate table manners during a mock meal. Use polite language	Butter knives, teaspoons, soup spoons, glasses, plates, napkins, placemats, forks Laptops

				such as "please," "thank you," and "excuse me." Sit appropriately and follow expected dining behaviors. Benchmark: Students correctly set a formal place setting, demonstrate appropriate dining etiquette during a mock meal, and communicate respectfully throughout the activity according to rubric expectations.	
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Unit Title: Shopping					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Content Statement: Students will demonstrate how to read grocery store labels, compare prices, and choose appropriate ingredients to prepare healthy meals. Students will practice responsible shopping habits by planning meals, following a shopping list, and selecting ingredients that meet recipe requirements and personal needs. Essential Question: Why is it important to make a shopping list before going to the grocery store? How do budgeting and meal planning work together when shopping for ingredients?	Students will be able to: Research, select, shop and purchase grocery items. Prepare a shopping list and organize by grocery store section. Complete an online shopping order. Discuss how food is organized in the store, sections and how you can organize your trip to be more efficient. Students plan shopping trips and go to the grocery store to purchase items on their list. (Group items purchasing by store Students use the Internet to place an online grocery	Students compile shopping lists from recipes. Students use grocery store flyers/internet to see if any items from their list are on sale. Students compare prices at different shopping locations	9.4.12.CT.1 9.4.12.IML.1 9.4.12.IML.3 Interdisciplinary Connections: Mathematics: Budgeting, unit pricing, and cost comparisons. Financial Literacy: Consumer decision-making and spending plans.	Formative: Identify all ingredients needed. Create a shopping list. Circle any ingredient you already have at home. Estimate how many items you will need to buy. Summative: Students will demonstrate the knowledge and skills needed to plan, select, and purchase ingredients for a recipe while making healthy and cost-effective choices. Benchmark: Students develop a grocery list from a	Recipes Grocery Store Flyers Laptops

	order			recipe, compare prices using advertisements or online resources, remain within a designated budget, and justify purchasing decisions based on nutrition and cost.	
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Unit Title: Nutrition					
Content/Topic	Observational Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Essential Question: How do healthy food choices affect our health and well-being? (<i>Best overall choice</i>) Why is good nutrition important for a healthy lifestyle? How can understanding nutrition help us make better food choices every day? What makes a meal healthy and balanced?	Students will be able to: Differentiate between healthy and unhealthy food choices. Identify foods that are not essential to good nutrition. (empty calories) Identify some of the superfoods. Identify MyPlate food groups and place foods within each group. Differentiate between healthy and unhealthy snacks. Create nutritious meal plans. Select and prepare healthy recipes. Analyze their own diet	Students pull out pictures from magazines and store flyers or the internet of foods that they like and then sort foods into healthy and unhealthy foods. Discuss with students their favorite snack foods. Have students look up types of ingredients and the foods contain and the nutrients that they contain Look at the sugar content of favorite foods and drinks. . Create poster of the plate and organize foods within each section to make	9.4.12.CI.3 9.4.12.CI.1 Interdisciplinary Connections: Health: Nutrition, wellness, and disease prevention. Science: Human body systems and nutrients.	Formative: Identifies healthy vs. unhealthy foods Participates in nutrition discussion Chooses healthy ingredients during lab Explains simple nutrition concepts Follow cooking and safety procedures Summative: Identifying healthy ingredients in the recipe Explaining why at least one ingredient is healthy Choosing a healthier option when given alternatives Preparing the recipe	Magazines and Grocery store flyers. Laptops Food labels Recipes Videos – “Eat Smart” “How much should I Eat” Poster board Markers

	and determine changes that would lead to a healthier lifestyle Examine information on food labels.	a meal. Create a healthy meal plan for 1 day. Students track what they eat for 1 day and then evaluate what healthy foods they ate, empty calories and determine how they could make changes Students prepare healthy recipes		using safe food handling practices Follow all cooking and lab procedures Benchmark: Students analyze a one-day meal plan, evaluate food labels, identify MyPlate food groups, recommend healthier substitutions, and create a balanced daily menu that meets nutritional guidelines.	
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