



Family and Consumer Science Foods 1
Grades 9 - 11
June 2022 Revised

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This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science/Foods I Grades 9-12 Foods 1
Unit Plan Title:	Unit 1: Safety and Sanitation
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
<p><i>New Jersey Student Learning Standards</i> <i>21st Century Life and Careers</i></p> <p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>9.2 Career Awareness, Exploration, Preparation and Training. 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.</p> <p>Standard 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.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit students will learn about kitchen sanitation practices needed to prevent food contamination including The Danger Zone (time/temperature range), preventing cross contamination, personal sanitation practices to follow to ensure food safety and personal wellness. In this unit the students will also learn the causes, symptoms and treatment of foodborne illnesses. Students will also be able to identify common kitchen accidents and practices to follow for their prevention.</p>	
Standard Number(s) * i.e: Math: F.LE.A.4 i.e.: NJSLSA.R4.	
<p><u>8.2 Design Thinking</u></p> <ul style="list-style-type: none"> 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. <p><u>9.2 Career Awareness, Exploration, Preparation, and Training</u></p>	

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Intended Outcomes - {Essential Questions}

- Why do I need to maintain sanitation practices in food preparation?
- What are some of the potential hazards associated with food processing and handling?
- What procedures do I need to follow to maintain sanitation standards in the kitchen environment?
- What do I need to do to ensure my physical safety in the kitchen?
- How do I prevent and respond to kitchen accidents?

Enduring Understandings

- Ensuring a safe and sanitary food environment is paramount to healthy living.
- Any type of food preparation can have inherent physical risks

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	ET	Creativity and Innovation
x	Environmental Literacy	ETA	Critical Thinking and Problem Solving
x	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- The causes, symptoms, and treatment of common foodborne illnesses.

- The steps to follow to ensure food safety and sanitation of kitchen
- How following good safety practices can help prevent kitchen accidents.
- Basic response to kitchen accidents

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include all or some of the following:

Pre-assessment

- informational surveys
- picture/video interpretation
- prediction

Formative assessments-

- demonstration station
- observations
- self assessments
- group discussion

Summative assessments-

- quizzes/tests
- lab work

Teaching and Learning Activities

Activities

- Tests and quizzes
- Food Labs
- Written workbook pages and in class assignments
- practical projects- including prep, production and presentation

Differentiation Strategies

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Johnson and Wales University. *Culinary Essentials*. Mcgraw-Hill,2010

- The National Restaurant Association. *ServSafe CourseBook 6th edition*. Prentice Hall, 2014
- Largent, Velda L, Bence, Deborah L *Guide to Good Food*. Goodheart-Willcox Company, Inc, 2012
- National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts*, 2nd Edition, Level 1, 2018

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 9-11 Foods 1
Unit Plan Title:	Unit 2: Preparing to Cook
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
<i>New Jersey Student Learning Standards</i> <i>21st Century Life and Careers</i>	
<p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>9.2 Career Awareness, Exploration, Preparation and Training. 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.</p> <p>Standard 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.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit students will learn about the safe use of kitchen tools and equipment and their functions in the kitchen including methods to follow for accurate measuring. They will also learn about the components and format of a well written recipe , abbreviations, equivalents and cooking terms used in recipes. Time management , steps to take to prepare a work schedule and group collaboration will also be included.</p>	
Standard Numbers	
<p>8.2 Design Thinking</p> <ul style="list-style-type: none"> • 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 	

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Intended Outcomes - {Essential Questions}

- What are the various kitchen utensils and their functions?
- How do I select and care for different cooking and baking utensils and equipment
- How do I safely use the various pieces of kitchen equipment, cookware and bakeware?
- How do I identify cooking terminology ?
- How do I accurately measure liquid and dry ingredients?
- What abbreviations are used in a recipe and what are basic equivalents?
- What are the components of a well written recipe , menu plan and time management plan?

Enduring Understandings

- Knowing names, functions and safe use of kitchen tools and equipment
- Accurate measuring will ensure successful recipe outcome.
- Knowledge of cooking terms including abbreviations needed to follow a recipe
- Effective menu planning and time management skills can lead to a more productive life experience.

<p>Check all that apply. 21st Century Themes</p>		<p>Indicate whether these skills are <i>E-Encouraged</i>, <i>T-Taught</i>, or <i>A-Assessed</i> in this unit by marking <i>E</i>, <i>T</i>, <i>A</i> on the line before the appropriate skill. 21st Century Skills</p>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to safely operate various types of equipment in the kitchen
- Standard food terminology and terms to know.
- Understand standardized recipes/planned menus.
- Understand measurement tools and the importance of accuracy for different types of recipes
- The benefits of the use of time management in the kitchen.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include all or some of the following:

Pre-assessment

- informational surveys
- picture/video interpretation
- prediction

Formative assessments-

- demonstration station
- observations
- self assessments
- group discussion

Summative assessments-

- quizzes/tests
- lab work

Teaching and Learning Activities

Activities

- Tests and quizzes
- Food Labs
- Written workbook pages and in class assignments
- practical projects- including prep, production and presentation

Differentiation Strategies

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
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- [Differentiation Strategies for ELL Students](#)

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Resources

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- National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts*, 2nd Edition, Level 1, 2018

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 9-11 Foods 1
Unit Plan Title:	Unit 3: Choose My Plate
Time Frame	16 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<i>New Jersey Student Learning Standards</i>	
<i>21st Century Life and Careers</i>	
<p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>9.2 Career Awareness, Exploration, Preparation and Training. 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.</p> <p>Standard 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.</p>	
Anchor Companion Standards (Reading and Writing Grades 9-10)	
Anchor Companion Standards (Reading and Writing Grades 11-12)	
Unit Summary	
<p>In this unit the students will learn how to use the Dietary Reference Intakes (DRIs), the Dietary Guidelines for Americans and the MyPlate food guidance system as diet planning resources to meet daily needs. The unit will also include the selection and storage of foods and cooking techniques for each of the food groups included on MyPlate: grains, proteins, dairy, fruits and vegetables.</p>	
Standard Number(s)	

8.2 Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Essential Question(s)

- How using the Dietary Reference Intakes (DRIs), the Dietary Guidelines for Americans and MyPlate guide me in making healthful eating decisions?
- What standards should I follow when selecting and safely storing grains, proteins, dairy, fruits and vegetables?
- What cooking techniques and safety/sanitation practices should I follow when preparing grains, proteins, dairy, fruits and vegetables?

Enduring Understandings

- Following the recommendations of the Dietary Reference Intake (DRIs), The Dietary Guidelines for Americans and MyPlate will help me make healthful eating decisions.
- It is important to follow recommendations for selection and safe storage of foods in each food group.
- Following safety and sanitation practices in food preparation will prevent kitchen accidents and foodborne illness.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> e	<input type="checkbox"/> t Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> e	<input type="checkbox"/> Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> e	<input type="checkbox"/> Communication



Student Learning Targets/Objectives (Students will know/Students will understand)

- The benefits of making healthful choices.
- How to use Dietary Reference Intakes (DRIs), and the Dietary Guidelines for Americans,
- How to use MyPlate as a food guidance system to meet daily needs.
- List tips to use when shopping for fresh, frozen, canned and dried foods
- How to prepare healthful foods in each of the food groups
- Apply the Dietary Guidelines for Americans when eating out

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include all or some of the following:

Pre-assessment

- informational surveys
- picture/video interpretation
- prediction

Formative assessments-

- demonstration station
- observations
- self assessments
- group discussion

Summative assessments-

- quizzes/tests
- lab work

Teaching and Learning Activities

Activities

- Tests and quizzes
- Food Labs
- Written workbook pages and in class assignments
- practical projects- including prep, production and presentation

Differentiation Strategies

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
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- [Differentiation Strategies for Special Education Students](#)

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- [Differentiation Strategies for ELL Students](#)
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Resources

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- Largen, Velda L, Bence, Deborah L *Guide to Good Food*. Goodheart-Willcox Company, Inc, 2012
- National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts*, 2nd Edition, Level 1, 2018
- www.choosemyplate.gov

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 9-11 Foods 1
Unit Plan Title:	Unit 4: Health and Nutrition Management
Time Frame	8 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards 21st Century Life and Careers

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.2 Career Awareness, Exploration, Preparation and Training. 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.

Standard 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit students will learn about the key nutrients, describe their functions , be able to identify the source of each and explain how to utilize this information to make healthy eating choices. They will also learn about health and development

concerns that affect the nutritional needs of people in different stages of the life span as well as special diets and eating disorders.

Standard Number(s) * i.e: **Math: F.LE.A.4** i.e.: **NJLSA.R4.**

8.2 Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those 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.

9.3 Career and Technical Education - Pathway: Food Products and Processing Systems (AG-FD)

- 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption.
- 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 9.4.12.CT.1: Identify problem solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

Essential Questions

- What are the six key nutrients ?
- What are the functions of the six key nutrients and what food sources provide each?
- How do nutritional needs change in different stages of the life span?
- What are different types of diets people follow ? (vegetarianism, gluten-free, paleo, etc)
- What are eating disorders and how do these affect the basic nutritional needs of the individual?

Enduring Understandings

- The six key nutrients are essential to health and need to be included in any diet.
- Nutritional needs change through different stages of the life span.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes	Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills
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x	Global Awareness	e t	Creativity and Innovation
x	Environmental Literacy	eta	Critical Thinking and Problem Solving
x	Health Literacy	e	Communication
	Civic Literacy	e	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- **Describe** health and development concerns that affect the nutritional needs of people in different stages of the life span.
- **List** meal-planning tips to meet the nutritional needs of people in different stages of the life span.
- **Suggest** appropriate activities to help people at different stages of the life span maintain physical fitness.
- **Plan** nutritious diets for themselves.
- Name the six key nutrients.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include all or some of the following:

Pre-assessment

- informational surveys
- picture/video interpretation
- prediction

Formative assessments-

- demonstration station
- observations
- self assessments
- group discussion

Summative assessments-

- quizzes/tests
- lab work

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Tests and quizzes ● Food Labs ● Written workbook pages and in class assignments ● practical projects- including prep, production and presentation
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Textbook based on skill level ● Craft additional prompts to support reading and writing comprehension and extension ● Additional readings and resources provided for support and extension ● Guided reading questions ● Flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of reading, when appropriate

- Differentiated checklists and rubrics (if appropriate)
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
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Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 9 - 11 Foods 1
Unit Plan Title:	Unit 5 Careers in Food
Time Frame	4 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra

New Jersey Student Learning Standards 21st Century Life and Careers

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Standard 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.

9.2 Career Awareness, Exploration, Preparation and Training. 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.

Standard 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit the students will learn about career opportunities in the food and nutrition industry. They will learn about the education and training requirements for different types of careers . Students will also learn about opportunities and resources for exploring careers.

Standard Number(s) * i.e: **Math: F.LE.A.4** i.e.: **NJLSA.R4.**

8.2 Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.1 Personal Financial Literacy

- 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
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Essential Questions

- What are types of career opportunities in the food and nutrition industry?
- What education or training is required for careers in the food and nutrition industry?
- How can I learn more about careers in the food and nutrition industry?
- What other factors should I consider when considering a career in foods and nutrition?

Enduring Understandings

- The food industry offers a variety of career opportunities .
- Why is it important to evaluate your individual personality traits, desired lifestyle and employment outlook when selecting a career?

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	e t	Creativity and Innovation
x	Environmental Literacy	eta	Critical Thinking and Problem Solving
x	Health Literacy	e	Communication
	Civic Literacy	e	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify career opportunities in the food and nutrition industry.
- Describe the education and training needed for various food and nutrition industry careers.
- Importance of evaluating personal goals, desired lifestyle and employment outlook when making a career choice

Assessments (Pre, Formative, Summative, Other) with an *

Denote required common assessments

May include all or some of the following:

Pre-assessment

- informational surveys
- picture/video interpretation
- prediction

Formative assessments-

- demonstration station
- observations
- self assessments
- group discussion

Summative assessments-

- quizzes/tests
- lab work

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Tests and quizzes ● Food Labs ● Written workbook pages and in class assignments ● practical projects- including prep, production and presentation
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Textbook based on skill level ● Craft additional prompts to support reading and writing comprehension and extension ● Additional readings and resources provided for support and extension ● Guided reading questions

- Flexible groups based on formative assessment or student choice
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- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence
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- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Johnson and Wales University. *Culinary Essentials*. McGraw-Hill, 2010
- The National Restaurant Association. *ServSafe CourseBook 6th edition*. Prentice Hall, 2014
- Largen, Velda L, Bence, Deborah L *Guide to Good Food*. Goodheart-Willcox Company, Inc, 2012
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