



Family and Consumer Science Foods 3
Regional Foods
Grades 11 - 12
June 2022 Revised

Dr. Mark Toback, Superintendent
Committee:
Robyn Hart
Sean Mahonchak
Jill Schneck

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

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 11-12 Foods 3
Unit Plan Title:	Unit 1: Safety and Sanitation
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 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

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 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. Students will also learn the causes, symptoms and treatment of foodborne illnesses. They will be able to identify common kitchen accidents and practices to follow for their prevention.

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)

- 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 vital for 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.

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 <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration

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

<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 ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

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

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 11-12 Foods 3
Unit Plan Title:	Unit 2: Getting Started in the Kitchen
Time Frame	2 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Algebra	
<p><i>New Jersey Student Learning Standards</i></p> <p><i>21st Century Life and Careers</i></p> <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 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.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.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4 Life Literacies and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 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](#)

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 are needed for food preparation.
- Accurate measuring will ensure successful recipe outcome.
- Knowledge of cooking terms including abbreviations is needed to follow a recipe
- Effective menu planning and time management skills can lead to a more productive life experience.

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.

21st Century Skills

x Global Awareness

e t Creativity and Innovation

x	Environmental Literacy
x	Health Literacy
	Civic Literacy
x	Financial, Economic, Business, and Entrepreneurial Literacy

e	Critical Thinking and Problem Solving
e	Communication
e	Collaboration

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.
- Standardized recipes and planned menus.
- Measurement tools and the importance of accuracy.
- The benefits 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

<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](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

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

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 11 - 12 Foods 3
Unit Plan Title:	Regional American Cooking of the United States and Canada
Time Frame	28 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>	
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 identify the seven regions of the United States and Canada and explain how geography, climate and culture affected and influenced the development of the foods of the United States and Canada. Students will prepare foods that are representative of the regions in the United States and Canada.

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.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 QUESTIONS:

- How does geography and climate affect the foods eaten in a geographic region?
- What are the seven main regions of the United States and how have immigrants and their cultures influenced the cuisine of the United States?
- How have immigrants and their cultures influenced Canadian cuisine?

Enduring Understandings

- Geography, climate and culture affect the cuisine of the United States and Canada.
- Immigrants have influenced and continue to influence cuisines of the seven regions of the United States and Canada.

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 E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

	x	Global Awareness		E	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)

- Foods commonly eaten in the different regions of the United States and Canada.
- How to prepare and understand techniques and ingredients used to prepare regional foods of the United States and Canada.
- How geography, climate and culture has influenced the foods of the United States and Canada.

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 • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

Resources

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

Content Area/ Grade Level/ Course:	Family and Consumer Science Grades 11- 12 Foods 3
Unit Plan Title:	Careers in Foods and Nutrition
Time Frame	2 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	

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.
- 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 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 .
- It is 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.

Check all that apply.
21st 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.

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)

- How to safely operate various types of equipment and smallwares
- Standard food terminology
- Create standardized recipes /planned menus
- Establish yields for standardized recipes
- The benefits of the use of time management skills

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

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