

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Creative Foods and Nutrition**

**Course Number: 081410**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Kitchen and Food Safety</p>	<p><b>Unit Summary:</b> Kitchen and Food Safety will provide the students with techniques to identify safety hazards in the kitchen and learn how to prevent kitchen accidents. They will also learn how harmful bacteria make food unsafe and how to prevent contamination of foods. They will learn how to serve and store food properly.</p>
<p><b>Grade Level(s):</b> 10-12</p>	
<p><b>HE.K-12.2.1.E.b</b> - [<i>Essential Question</i>] - Why do we sometimes take risks that can cause harm to ourselves or others? <b>WORK.K-12.9.2.B.a</b> - [<i>Essential Question</i>] - Why do I need to be accountable? <b>WORK.K-12.9.2.F.a</b> - [<i>Essential Question</i>] - How is safety a personal and societal responsibility?</p>	<p><b>Enduring Understanding(s):</b> <b>HE.K-12.2.2.B.1</b> - [<i>Enduring Understanding</i>] - Decision-making can be affected by a variety of influences that may not be in a person's best interest. <b>HE.K-12.2.1.E.1</b> - [<i>Enduring Understanding</i>] - Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. <b>WORK.K-12.9.1.B.2</b> - [<i>Enduring Understanding</i>] - Personal actions today and tomorrow may have an effect on future employment. <b>WORK.K-12.9.2.B.1</b> - [<i>Enduring Understanding</i>] - Personal attitudes, behaviors, knowledge and skills promote self- awareness, personal responsibility and self-direction. <b>WORK.K-12.9.2.A.1</b> - [<i>Enduring Understanding</i>] - Choices we make as individuals affect self, family, community and the world.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will identify and describe safety hazards in the kitchen to prevent accidents.	1. WORK.9-12.9.2.12 F.1
2. Students will apply proper food handling techniques to prevent contamination of food.	2. WORK.9-12.9.2.12 F.4
3. Students will create a safe environment while working in the kitchen and handling food.	3. WORK.9-12.9.2.12 F.5
4. Students will be able to successfully plan and prepare a recipe.	4. WORK.9-12.9.1.12 B.4.d -

### Inter-Disciplinary Connections:

**LA.9-10.CCSS.ELA-Literacy.RST.9-10.4** - [*Grade Level Standard*] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**LA.9-10.CCSS.ELA-Literacy.CCRA.W.4** - [*Anchor Standard*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**HOSP.9-12.9.4.12.I.8** - [*Cumulative Progress Indicator*] - Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

**SCI.9-12.5.5.12 A.4** - [*Cumulative Progress Indicator*] - Relate disease in humans and other organisms to infections or intrinsic failures of system.

### Students will engage with the following text:

Discovering Food and Nutrition (2005)  
Food, Nutrition & Wellness (2010)

### Students will write:

1. Students will use writing in the “warm-ups” corresponding to the kitchen and food safety topic.
2. Students will complete writing assignments relating to the specific topic.
3. Students will write a fictional “horror” story about the deadly dangers of improper food and kitchen safety.
4. A 20-second rap about proper hand washing.
5. A kitchen and food safety checklist.

6. Preparation and equipment required to successfully execute a recipe.

### ART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

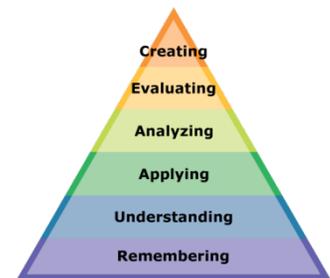
Students will be engaged in:

- Demonstration including knife skills, fire safety and use of appliances.
- Viewing safety and cooking video clips.
- Creating a poster of 2 kitchen safety rules.
- Illustrating the food safety thermometer.
- Writing a fictional story of the dangers of improper food/kitchen safety.
- Writing a 20-second rap about proper hand washing.
- Developing a kitchen/food safety checklist to evaluate their home kitchen.
- Planning equipment and preparation required for 5 recipes.
- Follow-up written or cooperative activities.

### PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



#### Formative Assessments:

Kitchen Safety Poster, Temperature Guide to Food Safety illustration, recipe planning & execution (Creating, Evaluating, Applying, Understanding)

#### Accommodations/Modifications:

Accommodations/Modifications

- Use graphic organizers
- Provide guided notes and/or copies of PowerPoint
- Repeat/clarify directions if needed

- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

### **Summative Assessments:**

| Tests on kitchen safety and food safety, equipment and recipe reading (understanding, remembering, applying) |

### **Accommodations/Modifications:**

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce value for spelling and grammar errors in rubric
- Grade on content not neatness or creativity
- Retest food safety test if grade < 65

### **Performance Assessments:**

1. | Food lab  
| (Applying, Creating, Evaluating) |

### **Accommodations/Modifications:**

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Monitor organization of notebook on daily basis. Assist with organization if necessary.
- Break long term assignments into smaller sections; monitor development of smaller goals.
- Review recipe/food lab directions orally with demonstration

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name:**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Nutrition and Wellness</p>	<p><b>Unit Summary:</b> Nutrition and Wellness will provide the students with the ability to</p>
<p><b>Grade Level(s):</b> 10-12</p>	<p>demonstrate nutrition and wellness practices that enhance individual and family well-being. Chapters will include the Choose My Plate guidelines, 6 major nutrients, nutrition and fitness, reading food labels, evaluating choices when dining-out, calories /weight management, fad diets and vegetarian options.</p>
<p><b>Essential Question(s):</b>  <b>HE.K-12.2.1.A.a</b> - [<i>Essential Question</i>] - What are the consequences of our choices in terms of wellness? (especially unforeseen)  <b>HE.K-12.2.1.C.a</b> - [<i>Essential Question</i>] - What makes a food healthy?  <b>HE.K-12.2.1.C.b</b> - [<i>Essential Question</i>] - How do you determine appropriate portion sizes?  <b>HE.K-12.2.1.D.a</b> - [<i>Essential Question</i>] - To what extent can we keep ourselves disease free?  <b>HE.K-12.2.2.B.b</b> - [<i>Essential Question</i>] - How do I overcome negative influences when making decisions about my personal health?  <b>HE.K-12.2.2.C.a</b> - [<i>Essential Question</i>] - In order to achieve lifetime wellness, what should I plan for and what should I just let happen?  <b>WORK.K-12.9.2.A.a</b> - [<i>Essential Question</i>] - How do I decide or make choices?</p>	<p><b>Enduring Understanding(s):</b>  <b>HE.K-12.2.1.A.1</b> - [<i>Enduring Understanding</i>] - Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.  <b>HE.K-12.2.1.C.1</b> - [<i>Enduring Understanding</i>] - There are many short and long term health benefits and risks associated with nutritional choices.  <b>HE.K-12.2.1.D.1</b> - [<i>Enduring Understanding</i>] - Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.  <b>HE.K-12.2.2.B.1</b> - [<i>Enduring Understanding</i>] - Decision-making can be affected by a variety of influences that may not be in a person's best interest  <b>HE.K-12.2.2.C.1</b> - [<i>Enduring Understanding</i>] - Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.  <b>WORK.K-12.9.2.A.1</b> - [<i>Enduring Understanding</i>] - Choices we make as individuals affect self, family, community and the world.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Students will analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.	1. HE.9-12.2.1.12 C.1
2. Students will design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.	2. HE.9-12.2.1.12C.2
3. Students will recommend healthy ways to lose, gain, or maintain weight.	3. HE.9-12.2.1.12C.3
4. Students will analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.	4. HE.9-12.2.1.12C.4
5. Students will compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life.	5. HE.9-12.2.2.12D.3
6. Students will be able to demonstrate the ability to recognize a nutrition-related problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	6. WORK.9-12.9.1.12.1

### Inter-Disciplinary Connections:

**LA.9-10.CCSS.ELA-Literacy.RST.9-10.4** - [Grade Level Standard] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**LA.9-10.CCSS.ELA-Literacy.CCRA.W.4** - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**HOSP.9-12.9.4.12.I.8** - [Cumulative Progress Indicator] - Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

**SCI.9-12.5.1.12 A.1** - [Cumulative Progress Indicator] - When making decisions, evaluate conclusions, weigh evidence, and recognize that arguments may not have equal merit.

**MA.9-12.4.1** - [Standard] - All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

**TEC.9-12.8.1.12** - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Students will engage with the following text:**

Discovering Food and Nutrition (2005)  
Food, Nutrition & Wellness (2010)

**Students will write:**

Warm-ups related to nutrition  
Food Diary  
Vitamin/Mineral Report  
Reduced- Fat menu for 1 week  
Vegan meal plan for 1 week  
Fad diet report  
Nutrition-related current event summary  
Cornell-notes

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

My Plate Poster and website activities  
Food Diary and analysis  
Vitamin/mineral report or power-point  
Reduced-fat menu planning  
Healthy snack research with sample display poster  
Food label evaluations  
Fad-diet research and report  
Vegetarian menu planning  
Current events related to nutrition and nutrition-related diseases  
Plan eating patterns for pre, during and post fitness activities  
Evaluate menus for dining-out  
Calcium commercial group performance  
View Eating-disorder video with class discussion

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

**Nutrition-related reports and computer activities, posters, menus  
(creating, evaluating, analyzing, applying, understanding, remembering)**

### **Accommodations/Modifications:**

- Accommodations/Modifications**
- Use graphic organizers
  - Provide guided notes and/or copies of PowerPoint
  - Repeat/clarify directions if needed
  - Model appropriate expectations for assignments
  - Choose cooperative learning groups to ensure effective work and socialization skills
  - Reduce quantity of written assignments if needed
  - Reduce value for spelling and grammar errors on assignments
  - Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

### **Summative Assessments:**

**Chapter tests  
(applying, understanding, remembering)**

### **Accommodations/Modifications:**

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce value for spelling and grammar errors in rubric
- Grade on content not neatness or creativity
- Retest food safety test if grade < 65

### Performance Assessments:

Food labs, Projects

(creating, evaluating, analyzing, applying, understanding, remembering)

### Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Monitor organization of notebook on daily basis. Assist with organization if necessary.
- Break long term assignments into smaller sections; monitor development of smaller goals.
- Review recipe/food lab directions orally with demonstration

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Creative Foods & Nutrition**

**Course Number: 081410**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Regional Foods and Career Exploration</p>	<p><b>Unit Summary:</b> This unit will develop skills for planning, preparing, and serving foods from the regions of the United States. The geography and heritage of the United states will be reinforced to understand the historical and cultural influences of each region. Students will also discover the many career opportunities within the fields of foods and nutrition. They will also describe the training, education and qualities needed to be successful in these careers.</p>
<p><b>Grade Level(s):</b> 10-12</p>	<p><b>Essential Question(s):</b>  <b>WORK.K-12.9.1.A.a</b> - [<i>Essential Question</i>] - How do I decide what I want to be and how do I prepare for my career?  <b>SOC.K-12.6.4.A.a</b> - [<i>Essential Question</i>] - How have my family's heritage and traditions influenced my current family life?  <b>SOC.K-12.6.6.C.b</b> - [<i>Essential Question</i>] - How do natural resources affect the course of history?</p> <p><b>Enduring Understanding(s):</b>  <b>WORK.K-12.9.1.A.1</b> - [<i>Enduring Understanding</i>] - Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.  <b>WORK.K-12.9.1.A.2</b> - [<i>Enduring Understanding</i>] - An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.  <b>SOC.K-12.6.4.A.1</b> - [<i>Enduring Understanding</i>] - Many cultural traditions and heritages contribute to our state's and nation's diversity.  <b>SOC.K-12.6.6.C.1</b> - [<i>Enduring Understanding</i>] - Where we live influences how we live.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Evaluate academic and career skills needed in various career clusters.	1. WORK.9-12.9.1.12 A.2
2. Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.	2. WORK.9-12.9.1
3. Assess personal qualities that are needed to obtain and retain a job related to career clusters.	3. WORK.9-12.9.1.12 B.1
4. Identify North American Colonial societies and how they adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.	4. SOC.9-12.6.1.12.1
5. Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.	5. SOC.9-12.6.1.12.B.1.a
6. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	6. SOC.9-12.6.1.12.B.2.a

### Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.RST.9-10.4 - [Grade Level Standard] - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HOSP.9-12.9.4.12.I.8 - [Cumulative Progress Indicator] - Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

HOSP.9-12. - [Content Statement] - Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

TEC.9-12.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### Students will engage with the following text:

FOOD FOR TODAY (2000)  
GUIDE TO GOOD FOOD (2002)

**Students will write:**

- Summarize job opportunities in nutrition-related fields
- Write and describe the history and geography of various regional cuisines
- Cornell notes

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Computer research about nutrition and food-related career opportunities including skills/education requirements.
- Listen to guest-speakers related to various food-related careers.
- Create regional maps.
- Research regional recipes and historical food-related facts.
- Written and cooperative activities.
- Observe cooking demonstrations of regional recipes.
- View and take notes from regional cuisine power-points.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Career-related reports and computer activities.
  - Regional maps and written activities.
- ( evaluating, analyzing, applying, understanding, remembering)

### Accommodations/Modifications:

#### Accommodations/Modifications

- Use graphic organizers
- Provide guided notes and/or copies of PowerPoint
- Repeat/clarify directions if needed
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

### Summative Assessments:

- Tests on regional cuisines
- (applying, understanding, remembering)

### Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce value for spelling and grammar errors in rubric
- Grade on content not neatness or creativity

-Retest food safety test if grade < 65

**Performance Assessments:**

Food lab, Career project  
(creating, evaluating, analyzing, applying, understanding, remembering)

**Accommodations/Modifications:**

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Monitor organization of notebook on daily basis. Assist with organization if necessary.
- Break long term assignments into smaller sections; monitor development of smaller goals.
- Review recipe/food lab directions orally with demonstration