

**Southern Regional High School District  
Course of Study**

**Department FAMILY AND CONSUMER SCIENCES**

**Course Title:       FUNDAMENTAL FOODS               8006**  
**WRITTEN BY KATHLEEN BOHAN AND HOLLY KROPINACK JUNE 2008**

**Essential Questions of the Course:**

**What are the important preparation techniques that are essential in preparing a well-balanced and nutritious meal?**

**What constitutes nutritious foods?**

**What are career opportunities available in the food service industry?**

**What workplace readiness skills are necessary in becoming a successful member of the workplace?**

**Assessments:**

**Foods Laboratory Experiences: The students will gain experience in managerial, organizational and food preparation skills that will be assessed by teacher observation throughout the course. The teacher will observe the student's work habits, safety and sanitation skills and the ability to work with others.**

**Students will complete written and or practical assessments on skills and information covered in each unit.**

## **Unit of Study**

**Unit Title: Safety and Sanitation**

### **Essential Questions of the Unit:**

**What are safe kitchen practices?**

**What are procedures to follow for proper sanitation?**

**How are food-borne illnesses prevented?**

**How are kitchen accidents prevented?**

### **Assessments:**

**Written assessment of safety and sanitation.**

**Daily evaluation of students use of proper safety and sanitation techniques.**

**Content:**

- **Use of fire extinguisher**
- **Proper use of kitchen equipment**
- **Food storage and preparation techniques**
- **Sanitation**
- **Cross contamination**
- **Food-borne illnesses**
- **Food Danger zone**

**Skills:**

**Students will develop skills to provide a safe and sanitary work environment.**

**Students will gain an understanding of proper food handling techniques to prevent food-borne illnesses.**

**Students will be able to safely and successfully use all equipment in the foods lab.**

**Purpose / Rationale of the unit:**

**Students will be able to successfully work in a safe and sanitary food situation.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

<b>5</b>	<b>All students will apply safety principles.</b>
5.1	Explain how common injuries can be prevented.
5.2	Develop and evaluate an injury prevention program.
5.3	Demonstrate principles of safe physical movement.
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.
5.6	Identify common hazards and describe methods to correct them.
5.7	Identify and follow safety procedures for laboratory and other hands on experiences.
5.8	Discuss rules and laws designed to promote safety and health, and their rationale.
5.9	Describe and demonstrate procedures for basic first aid and safety precautions.

### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 1 Week**

**Instructional Activities:**

- **Meatball sanitation demonstration**
- **Food safety Internet lessons**
- **Food Sanitation Video**
- **Food safety Video**
- **Teacher made worksheets**

**Materials and Resources:**

**Text: The World of Foods, Chapter 6, Eva Medved, 1990 by Prentice-Hall Inc.**

**Teacher made worksheets.**

**Videos “The Danger Zone”  
“Kitchen Safety”**

**Internet for HACCP materials**

## **Unit of Study**

**Unit Title: The Microwave Oven**

### **Essential Questions of the Unit:**

**What techniques and utensils should be used in microwave cooking?**

**How does cooking in microwave differ from a conventional oven?**

**What factors affect cooking time?**

**What special precautions and care are required for microwave ovens?**

### **Assessments:**

**Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

- **How the microwave works—differences from regular oven**
  - Types of cooking**
  - Baking**
  - Reheating**
  - Casseroles**
  - Desserts**
- **Safety with microwave cooking**
- **Materials used in microwave cookery**
  - Glass**
  - Plastic**
  - Baskets**
  - Corning ware**
  - Plastic wrap**
  - Aluminum Foil**
- **Placement of food**
- **Time of food preparation**

**Skills:**

**Demonstrate principles of microwave cooking.**

**Understand microwave principles.**

**Demonstrate accurate measuring techniques.**

**Correctly, follow written and oral directions.**

**Apply principles of sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral directions.**

**Purpose / Rationale of the unit:**

**Students will gain an understanding of the principles of microwave cooking and how it can be used in meal preparation**

# New Jersey Core Curriculum Content Standards:

## CROSS CONTENT WORKPLACE READINESS SKILLS

1	All students will develop career planning and workplace readiness skills.
3	All students will use critical thinking, decision-making, and problem-solving skills.
4	All students will demonstrate self-management skills.
5	All students will apply safety principles.

## MATHEMATICS

4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
4.9.14	Understand and apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

## SCIENCE

5.4	Demonstrate safe use of tools and equipment.
5.9.22	Explain how electromagnetic waves are generated, and identify the components of the electromagnetic spectrum.

## CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit**      2 weeks

**Instructional Activities:**

- *Microwave Oven Fact Sheet* – Review how to use microwave and its safety.
- Video “*Sharp – Microwaving.*”
- Worksheets
- **Food Preparation experiences**
  - **Cherry Carmel Ring**
  - **Nachos**
  - **Cake Brownies**
  - **Parmesan Potato Slices**
  - **Twice Baked Potatoes**
  - **Macaroni and Cheese**
  - **Butterscotch Crunch Bars**

**Materials and Resources:**

- *Microwave Oven Fact Sheet* – Review how to use microwave and its safety.
- Video “*Sharp – Microwaving.*”
- Worksheets
- **Various current articles on Internet and publications.**

## **Unit of Study**

**Unit Title: Vegetables**

### **Essential Questions of the Unit:**

**How are vegetables identified, selected, used, and stored?**

**What are ways that vegetables are prepared?**

**How does cooking affect vegetables?**

**What nutrients do vegetables provide?**

### **Assessments:**

**Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

- **Nutritional value of vegetables**
- **Forms available**
  - **Fresh**
  - **Frozen**
  - **Canned**
  - **Dehydrated**
  - **Freeze Dried**
  - **Dried**
- **Classification according to part of plant**
- **Methods of preparation**

**Skills:**

**Apply knowledge of food pyramid when including vegetables in a well-balanced meal.**

**Demonstrate an understanding of vegetable classifications and forms available when purchasing.**

**Demonstrate accurate measuring techniques.**

**Correctly, follow written and oral directions.**

**Apply principles of sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral directions.**

**Purpose / Rationale of the unit:**

**Students will gain an understanding how vegetables are a nutritious part of a meal. They will also understand what part of a plant different vegetables come from. Students will continue to demonstrate skills needed when working cooperatively in the workplace.**

# New Jersey Core Curriculum Content Standards:

## CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
<b>5</b>	<b>All students will apply safety principles.</b>

## MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.9	Use time efficiently and effectively.
4.9.14	Understand an apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

## CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 2 1/2 weeks**

**Instructional Activities:**

- **Vegetable Worksheets**
- **Classroom discussion**
- **Food Preparation**
  - **Vegetable Casseroles**
  - **Tuscan Wraps**
  - **Potato pancakes**
  - **Onion rings**

**Materials and Resources:**

**Text: World of Foods, Chapter 21**

## **Unit of Study**

**Unit Title:      Soups and Stews**

### **Essential Questions of the Unit:**

**How can soups and stews be included in a well-balanced meal?**

**What nutrients do soups and stews provide for you?**

**How are stock-soups prepared?**

**How are milk-base soups prepared?**

**How are the principles of milk and vegetable cookery applied to soup and stew preparation?**

**How do soups and stews differ? How are they alike?**

### **Assessments:**

**Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

## **Content:**

- **Forms of commercial soups**
  - Condensed canned**
  - Canned**
  - Dried**
  - Frozen**
- **The Nutrition in soups**
- **Stock based soups**
  - **Vegetable type soups**
  - **Broth**
  - **Bullion**
- **Milk based Soups**
  - **Bisques**
  - **Chowders**
- **Stews**
- **Preparation of soups**

**Skills:**

**Demonstrate accurate measuring techniques.**

**Correctly follow written and oral directions.**

**Apply principles of sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral directions.**

**Identify uses for soups in meal planning.**

**Understand what nutrients soups provide.**

**Understand differences and preparation of milk-based and stock-based soups.**

**Demonstrate an understanding of milk and vegetable cookery.**

**Compare homemade and canned soups for taste and nutritional value.**

**Purpose / Rationale of the unit:**

**Students will gain an understanding of how soups and stews can be a nutritious part of a meal. They will be able to prepare milk-based and stock-based soups and understand terms related to soup preparation. Students will continue to exhibit workplace readiness skills.**

# New Jersey Core Curriculum Content Standards:

## CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
<b>5</b>	<b>All students will apply safety principles.</b>

## MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
<b>4.9</b>	<b>All students will develop an understanding of and will use measurement to describe and analyze phenomena.</b>
4.9.14	Understand and apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

## CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit:** 2 ½ weeks

**Instructional Activities:**

- **Chicken Noodle Soup**
  - **Comparison**
- **Video “*Sensational Soups*”**
- **Worksheets**
- **Food Preparation**
  - **Devilish Beef Stew**
  - **Chili**
  - **Choice of cream soups**
  - **Chicken Noodle soup**

**Materials and Resources:**

**Text:** The World of Foods, chapter 22

- **Video “*Sensational Soups*”**
- **Worksheets**

## **Unit of Study**

**Unit Title:       Meats**

### **Essential Questions of the Unit:**

**What nutrients do meats provide for you?**

**How are meats identified, selected, used and stored?**

**What are the different ways to prepare meats?**

**Why are proper cooking techniques important when preparing different cuts of meat?**

### **Assessments:**

**Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

- **Variety of Meat**
  - **Beef**
  - **Veal**
  - **Lamb**
  - **Pork**

**Nutritional Contributions of Meats**

- **Retail cuts and forms**
- **Principles of meat cookery**
- **Types of Meat cookery**
- **Sanitation in meat preparation**

**Skills:**

**Demonstrate understanding of proper cooking methods for different cuts of meat.**

**Demonstrate accurate measuring techniques.**

**Correctly follow written and oral directions.**

**Apply principles of sanitation in meat cookery.**

**Exhibit workplace readiness skills such as cooperation with**

**Purpose / Rationale of the unit:**

**Students will gain an understanding of proper selection, preparation and storage of meats as well as an understanding of proper sanitation methods. They will continue to demonstrate skills needed when working cooperatively in the workplace.**

# New Jersey Core Curriculum Content Standards:

## CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
<b>5</b>	<b>All students will apply safety principles.</b>

## MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
<b>4.9</b>	<b>All students will develop an understanding of and will use measurement to describe and analyze phenomena.</b>
4.9.14	Understand and apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

## CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 3 1/2 weeks**

**Instructional Activities:**

- Video *“Wok on the Wild Side”*
- Meat and pork worksheet
- Stir Fries – with handouts and worksheets Saucy meatballs
  - Food Preparation
    - Saucy meatballs
    - London Broil with marinade
    - Ham and Pineapple Kabob
    - BBQ Pork Sandwich
    - Mexican pizza
    - Beef stir fry

**Materials and Resources:**

**Text: The World of Foods chapter 18**

- Video *“Wok on the Wild Side”*
- Worksheets

## **Unit of Study**

**Unit Title: Poultry**

### **Essential Questions of the Unit:**

**What nutrients do poultry provide for you?**

**How are poultry identified, selected, used and stored?**

**How does cooking affect poultry?**

**What are different ways to prepare poultry?**

### **Assessments:**

**Foods Laboratory Experiences: Teacher will observe students work habits, ability to work with others, safety and sanitation skills and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:****Poultry****Types**

- **Chicken**
- **Turkey**
- **Duck**
- **Wild fowl**
- 

**Forms:**

- **Roaster**
- **Fryer**

**Principles of poultry cooking**

**Sanitation in poultry preparation**

**Nutrition and poultry**

**Skills:**

**Demonstrate accurate measuring techniques.**

**Correctly, follow written and oral directions.**

**Apply principles of sanitation in poultry.**

**Exhibit workplace readiness skills such as cooperation with others and following oral directions.**

**Demonstrate understanding of proper cooking methods for different types of poultry.**

**Purpose / Rationale of the unit:**

**Students will gain an understanding of the classes and forms of poultry as well as proper preparation, storage, and sanitation methods used when working with poultry. They will continue to demonstrate skills needed when working cooperatively in the workplace.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
<b>5</b>	<b>All students will apply safety principles.</b>

### MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
<b>4.9</b>	<b>All students will develop an understanding of and will use measurement to describe and analyze phenomena.</b>
4.9.14	Understand and apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 2 weeks**

**Instructional Activities:**

- **Cutting up a dressed chicken into different segments**
- **Poultry worksheets**
- **Food Preparation**
  - **Stir-fries**
  - **Chicken parmesan**
  - **Turkey dinner preparation**
  - **Chicken Fajitas**

**Materials and Resources:**

**Text: The World of Foods, chapter 19**

**Teacher made worksheets**

## **Unit of Study**

**Unit Title: Unit Title: Quick breads**

### **Essential Questions of the Unit:**

**What techniques are essential in making quick breads successfully?**

**What are the 3 types of quick breads?**

**How are the muffin method and biscuit method different?**

**How can you use and serve quick breads in various ways?**

### **Assessments:**

**Foods Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:****Variety of quick-bread types**

- **Muffin Method**
- **Biscuit Method**
- **Pour Batter**
- **Drop Batter**
- **Soft Dough**

**Equipment Safety:**

- **Waffle Maker**
- **Oven**

**Skills:**

**Students will develop work place readiness skills working cooperatively in foods lab.**

**Students will be able to follow recipes and teacher directions to successfully prepare a variety of quick breads.**

**Students will be able to prepare quick breads using both the muffin method and biscuit methods of mixing.**

**Purpose / Rationale of the unit:**

**Students will work cooperatively in a laboratory situation and learn to prepare a variety of quick breads correctly.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
<b>5</b>	<b>All students will apply safety principles.</b>

### MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
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<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
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### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 4 weeks**

**Instructional Activities:**

**Food preparation in laboratory**

- Muffins
- Biscuits
- Loaf Breads
- Pancakes
- Waffles
- French toast
- Coffee cake

**Teacher lead discussion on nutrition of quick breads.**

**Analyze availability of quick bread**

**Teacher demonstrations of techniques**

**Teacher made worksheets and puzzles on quick breads**

**Materials and Resources:**

**Text: The World of Foods, chapter 24**

**Video “Quick breads”**

## **Unit of Study**

**Unit Title:        Yeast breads**

### **Essential Questions of the Unit:**

**What nutrients do yeast breads provide?**

**How does yeast react with other ingredients to produce a baked product?**

**What are the essential steps when preparing a yeast product?**

### **Assessments:**

**Food Service Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

- **Principles and preparation of yeast dough**
- **Nutrient contributions**
- **Use of yeast breads in various ways**
- **Basic ingredients of yeast breads**

**Skills:**

**Demonstrate accurate measuring techniques.**

**Demonstrate understanding of the principles of yeast dough preparation.**

**Exhibit workplace readiness skills such a co-operation with others and following oral directions.**

**Purpose / Rational of the unit:**

**Demonstrate accurate measuring techniques.**

**Demonstrate understanding of the principles of yeast dough preparation.**

**Exhibit workplace readiness skills such a co-operation with others and following oral directions.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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<b>5</b>	<b>All students will apply safety principles.</b>

### MATHEMATICS

<b>4.1</b>	<b>All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.</b>
4.1.16	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, applications to other disciplines, and career applications.
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<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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**Time Frame of Unit: 2 weeks**

**Instructional Activities:**

- **Pizza**
- **Stromboli**
- **Pretzels**
- **Yeast bread worksheets**
- **Feeding and Kneading experiment**

**Materials and Resources:**

**Text: The World of Foods, chapter 25**

**Worksheets—teacher made**

## **Unit of Study**

**Unit Title:       Frying**

### **Essential Questions of the Unit:**

**How can one safely deep fat fry foods?**

**How do you use fat and oils appropriately in food preparation?**

### **Assessments:**

**Food Service Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

## **Content:**

### **Nutrition of frying**

### **Methods of frying**

- **Pan frying**
- **Shallow frying**
- **Deep fat frying**

### **Safety when frying**

- **Precautions**
- **Safe use of equipment: electric frying pan**

### **Food preparation**

**Skills:**

**Students will be able to safely and successfully use equipment related to frying while in the foods lab.**

**Students will develop work place readiness skills by working cooperatively in the foods laboratory.**

**Students will be able to follow recipes and teacher directions to successfully prepare a variety foods using frying as the main technique.**

**Students will develop skills to provide a safe and sanitary work environment.**

**Purpose / Rational of the unit:**

**Students will be able to use electric frying pan safely to prepare a variety of fried foods.**

## New Jersey Core Curriculum Content Standards:

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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 2 weeks**

**Instructional Activities:**

**Electric frying pan safety**

**Food preparation in labs**

- **Funnel cake**
- **Apple fritters**
- **Elephant ears**
- **Crullers**
- **Cake doughnuts**

**Teacher discussion with worksheets**

**Materials and Resources**

**Worksheets—teacher made**

## **Unit of Study**

**Unit Title: :           Grains**

### **Essential Questions of the Unit:**

**How can you identify, select, use and store grain products?**

**What are the nutrients grains provide?**

**How does cooking affect grain products?**

### **Assessments:**

**Food Service Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

**Types of grains**

**Nutrient contributions**

**Enrichment of grains**

**Part of the grain**

**Uses of grains**

**Principles of grain cookery**

**Buying and storing grains**

**Staple foods**

**Food preparation and labs**

**Grain product comparison**

**Identify different types of pasta**

**Pasta sauces**

**Red**

**White**

**Pasta salad**

**Skills:**

**Students will develop work place readiness skills by working cooperatively in the foods laboratory.**

**Students will be able to follow recipes and teacher directions to successfully prepare a variety of dishes using grains.**

**Students will understand the importance of grain products in their diet.**

**Purpose / Rational of the unit:**

**Students will know the importance of grain in their daily intake and also be able to prepare a variety of meals using grains and grain products.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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**Time Frame of Unit: 4 weeks**

**Instructional Activities:**

**Grain study sheet**

**Grain product comparison**

**Labs:**

- **Breakfast cookies**
- **Granola/bars**
- **Gorp**
- **Cereal cookies—Rice Krispie Treats**
- **Spanish rice**
- **Pasta**
  - **Red sauce**
  - **White sauce**
  - **Salad**
  - **Choice**

**Materials and Resources:**

**Text: The World of Foods Chapter 14**

**Teacher made worksheets**

## **Unit of Study**

**Unit Title: Eggs**

### **Essential Questions of the Unit:**

**How do you select, use and store eggs?**

**What nutritional value do eggs provide?**

**How do you prepare eggs and egg products?**

**What role can eggs play in different baked products?**

### **Assessments:**

**Food Service Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

**The structure, grade and sizes of eggs**

**Nutrient contributions**

**Egg substitutes**

**Principles of egg cookery**

**Versatility of eggs**

**International uses of eggs**

**Eggs as an ingredient in recipes**

**Egg selection and storage**

**Skills:**

**Students will develop work place readiness skills by working cooperatively in the foods laboratory.**

**Students will be able to follow recipes and teacher directions to successfully prepare a variety of dishes using eggs.**

**Purpose / Rational of the unit:**

**Students will work cooperatively in a laboratory situation and learn to prepare eggs in a variety of ways using different recipes. The students will also be aware of the nutritional value, principles of egg cookery, and a variety of type uses in recipes.**

## New Jersey Core Curriculum Content Standards:

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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Students will prepare:**

- **Cheesy burritos**
- **Fancy omelets**
- **Egg Mc Muffins**
- **Egg Casserole**
- **Quiche**
- **Hard cooked eggs**

**Worksheets**

**Materials and Resources:**

**Text: The World of Foods, chapter 17**

**“The Best Breakfast Ever” video with worksheet and discussion**

**“The Incredible Egg“ Video with teacher lead discussion**

**Various teacher made worksheets**

## **Unit of Study**

**Unit Title: Dairy**

### **Essential Questions of the Unit:**

**What nutrients do dairy products provide for you?**

**How do you cook and prepare dairy products?**

**How do you select, identify, use and store dairy products?**

**How is milk processed?**

**How does cooking affect cheese?**

### **Assessments:**

**Food Service Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

## **Content**

### **Nutrient contributions of dairy products**

#### **Milk**

- **Processing of milk**
- **Forms grades and uses of milk**
- **Principles of milk and cheese cookery**
- **Milk storage, substitutes and convenience forms**

#### **Cheese**

- **Types of cheese**
- **Uses and storage of cheese**
- **Process of making cheese**

**Skills:**

**Apply knowledge of food pyramid when considering and using dairy products or recipes in the diet.**

**Demonstrate an understanding of milk and milk products available when purchasing.**

**Correctly, follow written and oral directions.**

**Apply principles of safety and sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral direction.**

**Purpose / Rational of the unit:**

**Students will know the importance of dairy products for the maintenance of a healthy body while also being able to use the principles of milk cookery and prepare a variety of recipes using various dairy products**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

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### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 4 weeks**

**Instructional Activities:**

**Prepare Dairy products in foods lab-**

**Ice Cream**

**Cream Pies**

**Macaroni and Cheese**

**Éclair Cake**

**Tex-Mex pizza**

**Teacher made worksheets**

**Video- Dairy Farm**

**Materials and Resources:**

**World of Foods Text: Chapter 15**

**Video – Dairy Farm**

## **Unit of Study**

**Unit Title: Fruits**

### **Essential Questions of the Unit:**

**How do you identify, select, use and store fruits?**

**What is the nutritional contribution fruits provide for your body?**

**How do you prepare and serve fruits?**

**How does cooking affect fruits?**

### **Assessments:**

**Food Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques when preparing fruits and fruit recipes.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:**

**Fruit groups**

**Forms, selection and storage**

**Common fruits and their nutrients**

**Nutrient contributions**

**Preparation of fruits**

**Methods of cooking fruits**

**Convenience items available**

**Skills:**

**Apply knowledge of food pyramid when considering and using fruit products or recipes in the diet.**

**Demonstrate an understanding of fruit products available when purchasing.**

**Correctly, follow written and oral directions.**

**Apply principles of safety and sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral direction.**

**Purpose / Rationale of the unit:**

**Students will work cooperatively in a laboratory situation and learn to prepare fruits in a variety of nutritious ways.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS SKILLS

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9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 4 weeks**

**Instructional Activities:**

**Students will prepare:**

- **Fruit upside down cake**
- **Fruit crisps**
- **Fruit crepes**
- **Winter cookie pizza**
- **Fruit turnovers**
- **Fruit salad**

**Fruit puzzle**

**Fruit worksheet**

**Fruit questions**

**Materials and Resources:**

**Text: The World of Foods chapter 13**

## **Unit of Study**

**Unit Title: Meal Planning**

### **Essential Questions of the Unit:**

**How to implement the Food Pyramid when planning meals?**

**How each of the different nutrient groups is important for good health?**

**How to develop a well balanced diet?**

### **Assessments:**

**Food Laboratory Experience: Teacher will observe students work habits, ability to work with others, safety and sanitation skill and application of correct measuring and mixing techniques when preparing well balanced meals.**

**Students will complete a written and/or practical assessment on skills and principles taught throughout the unit.**

**Content:****Planning well-balanced meals for one day.****Planning well balanced**

- **Breakfasts**
- **Lunches**
- **Dinners**

**Skills:**

**Apply knowledge of food pyramid when meal planning.**

**Demonstrate an understanding of basic nutrition when menu planning.**

**Correctly, follow written and oral directions.**

**Apply principles of safety and sanitation.**

**Exhibit workplace readiness skills such as cooperation with others and following oral direction.**

**Purpose / Rational of the unit:**

**Students will learn how to plan balanced meal and menus using the food pyramid.**

## New Jersey Core Curriculum Content Standards:

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4.9.18	Use measurement appropriately in other subject areas and career-based contexts.
<b>4.16</b>	<b>All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.</b>
4.16.2	Work at rich, open-ended problems which require them to use mathematics in meaningful ways, and which provide them with exciting and interesting mathematical experiences.

### CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment. <ul style="list-style-type: none"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>
<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>F</b>	<b>Safety</b>
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

**Time Frame of Unit: 1 week and throughout course**

### **Instructional Activities**

**View video- “Food Pyramid”**

**Video- “Menu Planning”**

**Teacher made worksheets using sale fliers from grocery stores.**

**Meal preparation**

### **Materials and Resources:**

**Teacher made worksheets**

**World of Foods Text, Chapter 5**

**Video      Food Pyramid  
              Menu Planning**