

Board Approved October 2015

DEPARTMENT: Family & Consumer Science COURSE: Creative & International Foods

Week	Marking Period 1	Week	Marking Period 3
1	Safety, Knife Skills, Terms, Equipment	9	Pies
2	Yeast Breads	10	Meats/Seafood
3	Snacks & Candy Making	11	Candy Crafting/ Cake Decorating
4	Meal Planning/Shopping For Food	12	Menu Planning Project/ Desserts & Cookies
Week	Marking Period 2	Week	Marking Period 4
5	Breakfast	13	Greek Foods & Customs
6	Seasonings/Soups	14	Germany/Gingerbread Houses
7	Cakes	15	British Isles/French Foods & Customs
8	Appetizers/ Poultry	16	Italian/Mexican Foods & Customs

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Safety, Knife Skills, Terms, Measurements and Equivalents, Equipment							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What are the most important safety factors in the food's classroom?</li> <li>• How should you position your opposing hand when cutting?</li> <li>• Why is it important to have an understanding of basic cooking terminology?</li> <li>• Why is knowledge of measurements and equivalents important?</li> <li>• How can various kitchen appliances aid in the food preparation process?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Students will become aware of safety hazards in the kitchen and know how to respond to them and avoid them.</li> <li>• Students will demonstrate safe use and handling of a knife.</li> <li>• Students will be able to understand terminology when reading a recipe.</li> <li>• Students will recall measurements and equivalents information from Foods I.</li> <li>• Students will safely and competently use various kitchen appliances and equipment.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>HPE.2.1.12.D.CS2 LA.9-12.SL.PE.H.MS.1.2.1 WORK.K-12.9.2.B WORK.K-12.9.2.C.1</b> <b>CAEP.9.2.12.C.3 WORK.K-12.9.2.F.a</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Safety &amp; Sanitation</li> <li>• Safe Knife Handling</li> <li>• Cooking Terms</li> <li>• Measurements &amp; Equivalents.</li> <li>• Equipment &amp; Utensils</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Safety Notes</li> <li>• Safety Video</li> <li>• Knife Skills Demonstration</li> <li>• Students Practice Cutting</li> <li>• Terms Worksheet &amp; Review</li> <li>• Measurements and Equivalent Review</li> <li>• Equipment Review</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Safety Quiz</li> <li>• Practice Cutting- Teacher circulates to kitchens to assess cutting skills.</li> <li>• Terms Quiz</li> <li>• Teacher assesses student ability to measure properly during cooking labs.</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy		Media Literacy		
<b>Interdisciplinary Connections</b>							
Reading, writing, speaking and listening, math							
<b>Technology Integration</b>							
Kitchen Equipment, Safety Video							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Yeast Breads							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is the difference between yeast breads and quick breads?</li> <li>• What process develops most of the gluten in yeast breads?</li> <li>• What is the correct liquid temperature for dissolving yeast?</li> <li>• What will happen if the liquid is too cold or too hot?</li> <li>• What gas is produced during fermentation?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Students will be able to demonstrate the procedure for making yeast bread.</li> <li>• Students will be able to properly activate yeast using the correct liquid temperature.</li> <li>• Students will be able to demonstrate proper kneading technique.</li> <li>• Students will be able to prepare a variety of yeast bread products, including pretzels, cinnamon rolls, sour dough bread, and pizza dough.</li> <li>• Students will be able to accurately test a loaf of bread for doneness.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>CAEP.9.2.12.C.3</b> MA.K-12.4.6 <b>WORK.K-12.9.2.B</b> <b>WORK.K-12.9.2.C.1</b> <i>HPE.2.1.12.B.CS1</i>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Dissolving yeast</li> <li>• Kneading</li> <li>• Proofing yeast breads</li> <li>• Shaping dough</li> <li>• Function of ingredients</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Yeast bread worksheet</li> <li>• Review of yeast bread worksheet</li> <li>• Kneading demonstration</li> <li>• Preparation of:                             <ul style="list-style-type: none"> <li>• Pizza dough/pizza</li> <li>• Pretzels</li> <li>• Sour dough bread/grilled cheese</li> <li>• Cinnamon rolls</li> </ul> </li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Teacher assessment of student preparation during all labs.</li> <li>• Yeast bread quiz</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		
<b>Interdisciplinary Connections</b>							
Math, reading, science							
<b>Technology Integration</b>							
Use of ranges, microwaves, and kitchen equipment.							

<b>Time Frame</b>	<b>1 week</b>					
<b>Topic</b>						
Snacks & Candy Making						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• What is the nutritional value of snacks and candy?</li> <li>• What is the best way to tell what is in a store-bought snack?</li> <li>• How can you tell if ice cream is high in butterfat?</li> <li>• What is the temperature of the soft ball stage?</li> <li>• What happens to the candy at the soft ball stage?</li> <li>• What is the temperature of the hard crack stage?</li> <li>• What happens to the candy at the hard crack stage?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>• Students will become familiar with the nutritional value of snacks and candy.</li> <li>• Students will be able to increase the nutritional value of some snacks.</li> <li>• Students will understand the importance of correct temperature during candy making.</li> <li>• Students will be able to properly use a candy thermometer during candy preparation.</li> <li>• Students will be able to make a variety of candies and snacks.</li> </ul>						
<b>Alignment to NJCCCS</b>						
<b>WORK.K-12.9.2.B HPE.2.1.12.B.CS1 CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2</b>						
<b>Key Concepts and Skills</b>						
<ul style="list-style-type: none"> <li>• Use of candy thermometer</li> <li>• Nutritional value of candy and snacks</li> <li>• Functions of various types of sugars</li> <li>• Candy preparation</li> <li>• Snack preparation</li> </ul>						
<b>Learning Activities</b>						
<ul style="list-style-type: none"> <li>• Candy and snack worksheet</li> <li>• Review of candy and snack information</li> <li>• Preparation of: <ul style="list-style-type: none"> <li>• Sand storm mix</li> <li>• Caramel corn</li> <li>• Peanut brittle</li> <li>• Butter crunch</li> </ul> </li> </ul>						
<b>Assessments</b>						
<ul style="list-style-type: none"> <li>• Teacher assesses student ability during labs.</li> <li>• Candy and snack quiz</li> </ul>						
<b>21<sup>st</sup> Century Skills</b>						
x	Creativity	x	Critical Thinking	x	Communication	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy	
<b>Interdisciplinary Connections</b>						
<b>Technology Integration</b>						
Ranges, microwave, candy thermometer, and other utensils and equipment						

<b>Time Frame</b>	<b>1 ½ weeks</b>
<b>Topic</b>	
Meal Planning/Shopping for Food	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What percentage of the day's total calorie needs should breakfast satisfy?</li> <li>• When planning a meal, what part of the meal should you start with?</li> <li>• What food groups should be included in a well-balanced meal?</li> <li>• Do all people need the same nutrients?</li> <li>• What factors determine how much money a family spends on food?</li> <li>• What percentage of a family's income is spent on food yearly?</li> <li>• What are the characteristics of a well-planned meal?</li> <li>• Why is it important to read food labels?</li> <li>• How is unit pricing determined?</li> <li>• What are the various grocery shopping options?</li> <li>• What are the various dates that can be found on food packages?</li> <li>• What are the guidelines for grocery shopping?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will become aware of their nutrient needs for the day.</li> <li>• Students will be able to plan a well-balanced meal.</li> <li>• Students will be able to name all five food groups and incorporate them into meal planning.</li> <li>• Students will become familiar with how much money a family can spend on food.</li> <li>• Students will be able to plan a meal that incorporates the six characteristics of food.</li> <li>• Students will be able to read and comprehend nutrition labels and ingredient lists.</li> </ul>	
<b>Alignment to NJCCCS</b>	
WORK.K-12.9.2.B WORK.K-12.9.2.C.1 HPE.2.1.12.B.CSI LA.9-12.RI.PE.H.MS.1.2	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Meal planning</li> <li>• Shopping skills</li> <li>• Characteristics of food/meals</li> <li>• Family food budget</li> <li>• Ingredient list</li> <li>• Nutrition label</li> <li>• Meal preparation</li> <li>• Increasing the yield of a recipe</li> <li>• Decreasing the yield of a recipe</li> <li>• Creating a shopping list</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Meal planning worksheet</li> <li>• Shopping worksheet</li> <li>• Review meal planning</li> <li>• Review shopping</li> <li>• Increasing and decreasing yield worksheets</li> <li>• Shopping list worksheet</li> <li>• Review increasing and decreasing yield</li> <li>• Review shopping list worksheet</li> <li>• Plan a balanced meal with cooking group</li> <li>• Prepare a balanced meal</li> </ul>	

**Assessments**

Worksheets will be graded  
 Student progress during labs will be monitored and evaluated for comprehension.  
 Quiz on meal planning  
 Quiz on shopping skills

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, reading

**Technology Integration**

Ranges, microwave, utensils and equipment

<b>Time Frame</b>	<b>1 week</b>
<b>Topic</b>	
Breakfast	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What does the work “breakfast” stand for?</li> <li>• What portion of the day’s total calorie needs should breakfast satisfy?</li> <li>• What would a good breakfast consist of?</li> <li>• What are some low-fat breakfast choices?</li> <li>• What would be the healthiest breakfast choices at McDonalds?</li> <li>• What types of foods are best to eat in the morning and why?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will become aware of the importance of eating a nutritious breakfast.</li> <li>• Students will be able to plan a nutritious breakfast.</li> <li>• Students will be able to prepare various types of hot cereals.</li> <li>• Students will be able to read cereal box nutrition labels.</li> <li>• Students will be able to list various healthy fast-food choices for breakfast.</li> <li>• Students will be able to incorporate healthy breakfast choices into their diets.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<b>WORK.K-12.9.2.B WORK.K-12.9.2.C.1 HPE.2.1.12.B.CSI CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2</b>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Breakfast meal planning</li> <li>• Healthy fast-food choices</li> <li>• Low-fat breakfast preparation</li> <li>• Reading nutrition labels on cereal boxes</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Breakfast notes</li> <li>• Reading a cereal box nutrition label</li> <li>• Making various hot cereals</li> <li>• Making low-fat bacon, egg, and cheese sandwiches</li> <li>• Making healthy granola and fruit parfaits</li> </ul>	

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on breakfast.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, utensils and equipment

**Time Frame** | 1 week

### Topic

Seasonings and Soups

### Essential Questions

- What is the difference between spices, herbs, seeds, blends, and condiments?
- How long should spices and herbs be stored?
- How should red pepper seasonings be stored?
- How do you use seasonings?
- What is the difference between fresh and dried herbs?
- What are the two basic types of soups?
- How is stock made?
- How is a basic cream soup made?
- How is a white sauce made?
- What is a roux?

### Enduring Understandings

- Students will be able to properly classify spices, herbs, seeds, blends, and condiments.
- Students will be able to describe the proper storage of seasonings.
- Students will be able to use seasonings properly during cooking.
- Students will be able to explain the difference between fresh and dried herbs.
- Students will know the difference between cream and stock soups.
- Students will be able to prepare a stock soup.
- Students will be able to prepare a cream soup using a roux.
- Students will understand the process of clarifying stock.
- Students will know the difference between a chowder and a bisque.
- Students will become familiar with the preparation of a basic white sauce.

### Alignment to NJCCCS

WORK.K-12.9.2.B WORK.K-12.9.2.C.1 *HPE.2.1.12.B.CSI* LA.9-12.RI.PE.H.MS.1.2 WORK.K-12.9.2.F.a

### Key Concepts and Skills

- Classification of seasonings
- Storage of seasonings
- Various uses for seasonings
- Cooking with herbs and seasonings
- Stock soup

Cream soup

- Clarification of stock
- Roux
- Chowder
- Bisque
- White sauce

**Learning Activities**

- Complete worksheet
- See and smell various seasonings
- Use various seasonings to make:
- Seasoned bread sticks
- Applesauce cake
- Make stock soup
- Make cream soup

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension
- Quiz on Seasonings

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, utensils and equipment

**Time Frame** 1 week

**Topic**

Cakes

**Essential Questions**

- What is the difference between a shortened and unshortened cake?
- How is a chiffon cake different from shortened and unshortened cakes?
- What are the main ingredients in cakes?
- What type of flour is best for making cakes?
- Why is it important to keep all fat out of an unshortened cake?
- When do you grease the pan for cake baking?

**Enduring Understandings**

- Students will become familiar with the various types of cakes.
- Students will be able to list the main ingredients in cakes.
- Students will be able to properly separate egg whites for use in unshortened cakes.
- Students will be able to properly prepare the pan for various types of cakes.
- Students will show proficiency in the preparation of frostings.
- Students will be able to properly test various cakes for doneness.



**Alignment to NJCCCS**

**WORK.K-12.9.2.B WORK.K-12.9.2.C.1 CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2**

**Key Concepts and Skills**

- Shortened cakes
- Unshortened cakes
- Chiffon cakes
- Cake ingredients
- Separating eggs
- Testing cakes for doneness

**Learning Activities**

- Students complete cake worksheet
- Teacher demonstration of egg separation and folding technique
- Students practice separating eggs
- Students make angel food cake
- Students make a variety of chosen cakes- Each group chooses and prepares a cake to share with the class based on teacher approval.
- Students make mini upside down cakes.

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, utensils and equipment

**Time Frame** 1 ½ weeks

**Topic**

Appetizers/Poultry

**Essential Questions**

- What is an hors d’oeuvre?
- What are canapes?
- What is the difference between hot and cold appetizers?
- How is a cold appetizer platter prepared?
- How are hot appetizers served?
- What is poultry?
- How should poultry be stored?
- What is the temperature of properly cooked poultry?
- What are the various cooking methods for poultry?
- What is the nutritional value of poultry?
- What counts as one serving size of poultry?

**Enduring Understandings**

- Students will be able to describe the difference between appetizers and hors d’oeuvres.

- Students will be able to make canapés.
- Students will be able to explain the difference between hot and cold appetizers.
- Students will understand how poultry is purchased and stored.
- Students will be familiar with the proper temperature of cooked poultry.
- Students will be able to explain the nutritional value of poultry.
- Students will be able to properly cook several poultry dishes.

### Alignment to NJCCCS

**WORK.K-12.9.2.B HPE.2.1.12.B.CSI CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2**

### Key Concepts and Skills

- Hors d'oeuvre types
- Canapes
- Hot appetizers
- Cold appetizers
- Appetizer platters
- Forms of poultry
- Cooking methods of poultry
- Storage of poultry
- Serving size of poultry

### Learning Activities

- Hot and cold appetizer worksheets
- Review of appetizer information
- Students prepare various cold appetizer platters and share
- Students prepare spinach artichoke dip
- Students prepare buffalo wings
- Poultry worksheet
- Review poultry information
- Prepare the following poultry recipes:
- Herb chicken
- Peanut butter chicken
- Chicken parmesan pizza

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, utensils and equipment

**Time Frame** 1 week**Topic**

Pies

**Essential Questions**

- What are the four basic types of pies?
- Why should pastry be handled as little as possible?
- What are the four pie pastry ingredients?
- Why must the water be cold when making pastry dough?
- How big should a pie pastry be out to?
- How do cream and custard pies differ?

**Enduring Understandings**

- Students will be able to list the four basic types of pies.
- Students will be able to describe how to make a basic pie crust.
- Students will be able to demonstrate how to roll out a pie crust.
- Students will explain the difference between cream and custard pies.
- Students will be able to make a fluted edge on a pie crust.

**Alignment to NJCCCS****WORK.K-12.9.2.B WORK.K-12.9.2.C.1 HPE.2.1.12.B.CS1 CAEP.9.2.12.C.3****Key Concepts and Skills**

- Types of pies
- Pastry ingredients
- Pie shell
- Characteristics of a:
  - Fruit pie
  - Cream pie
  - Custard pie
  - Chiffon pie
- Making a pie crust
- Rolling pie pastry
- Fluted edge
- Main dish pie
- Dessert pie
- Tarts
- Appetizer pastries

**Learning Activities**

- Pie and pastry worksheet
- Review pies and pastries information
- Make pie shell
- Make chocolate cream pie
- Make two-crust pie
- Each group chooses and prepares a different pie to share with the class with teacher approval.

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on pies and pastries.

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, utensils and equipment

**Time Frame** 1 ½ weeks

**Topic**

Meats/Seafood

**Essential Questions**

- What are the four most common meats consumed in the United States?
- What is the recommended internal temperature of various meats?
- What is the roasting temperature of various meats?
- What are the most common cooking methods for meat?
- What are the main nutrients in meat?
- What constitutes a serving size of meat?
- What are the clues to meat tenderness?
- What are the two classifications of seafood?
- What is the difference between shellfish and finfish?
- How can you tell when fish is cooked properly?
- What are the various forms of fish sold?
- How do you store seafood and for how long?
- What are the signs of quality in fresh seafood?

**Enduring Understandings**

- Students will become familiar with the purchase, storage, and preparation of beef, veal, lamb/mutton, and pork.
- Students will be able to explain the most common cooking methods for meat.
- Students will understand what constitutes a serving size of meat.
- Students will be able to describe the clues to meat tenderness.
- Students will become familiar with various meat terminologies.

**Alignment to NJCCCS**

WORK.K-12.9.2.B WORK.K-12.9.2.C.1 *HPE.2.1.12.B.CSI* LA.9-12.RI.PE.H.MS.1.2

**Key Concepts and Skills**

- Meat types
- Meat cooking methods
- Nutrition in meat
- Meat tenderness
- Classifications of seafood
- Shellfish
- Finfish
- Forms of fish
- Storage of seafood and meat

### Learning Activities

- Meat and seafood notes
- Review of meat and seafood information
- Preparation of the follow:
- Stuffed peppers
- Swedish meatballs
- Pork fried rice
- Beef and broccoli stir-fry
- Shrimp Franchise
- Clam chowder
- Crab alfredo

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, utensils and equipment

<b>Time Frame</b>	<b>1 ½ weeks</b>
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### Topic

Candy Crafting/Cake Decorating

### Essential Questions

- What is the difference between candy crafting and candy making?
- What are candy melt ingredients?
- What are the steps in making crafted candy?
- Why is it important to keep water away from the melted chocolate?
- What type of surface is best for cake decorating?
- What are the three consistencies of frosting and what is each one used for?
- How do you fill a decorating bag with frosting?
- How are decorating tips identified?
- What are the steps in frosting a cake?

### Enduring Understandings

- Students will understand the difference between candy crafting and candy making.
- Students will be able to demonstrate the steps in making crafted candy.
- Students will follow precautionary measures while working with candy.
- Students will be able to demonstrate how to properly frost a cake.
- Students will be able to describe the three consistencies of frosting and their uses.
- Students will demonstrate how to fill a decorating bag with frosting.

**Alignment to NJCCCS**

**WORK.K-12.9.2.B HPE.2.1.12.B.CS1 CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2**

**Key Concepts and Skills**

- Candy crafting ingredients
- Candy crafting tools and supplies
- Candy melts
- Candy molds
- Candy crafting
- Frosting types
- Frosting a cake
- Using a decorator’s bag with various tips

**Learning Activities**

- Candy crafting worksheet
- Cake decorating worksheet
- Review candy crafting
- Review cake decorating
- Teacher demonstrates candy crafting
- Teacher demonstrates cake decorating
- Students make several candy crafted items
- Students frost and decorate a cake.

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, other utensils and equipment

**Time Frame** | 1 week

**Topic**

Menu Planning Project/Desserts & Cookies

**Essential Questions**

- How would you begin to plan a menu?
- What should be included in a well-planned menu?
- How should a shopping list be composed?
- How do you change the yield on a recipe?
- What is a time-work schedule?
- What are the main ingredients in desserts and cookies?
- What is the first step in making most cookies?

What is the nutritional value of desserts and cookies?

**Enduring Understandings**

- Students will be able to plan a balanced meal.
- Students will find recipes for their meal and adjust the serving size to four servings.
- Students will be able to create a shopping list for their menu.
- Students will be able to write a time-work schedule.
- Students will identify the ingredients and functions of various desserts and cookies.
- Students will be able to prepare a variety of desserts and cookies.

**Alignment to NJCCCS**

WORK.K-12.9.2.B WORK.K-12.9.2.C.1 *HPE.2.1.12.B.CSI* LA.9-12.RI.PE.H.MS.1.2

**Key Concepts and Skills**

- Menu writing
- Shopping list
- Time-work schedule
- Recipe search and writing
- Dessert preparation
- Cookie types
- Cookie ingredients
- Cookie preparation

**Learning Activities**

- Write menu
- Find and print recipes for menu
- Create shopping list for menu
- Create time-work schedule
- Notes on dessert and cookie preparation
- Make hot fudge sauce
- Each group chooses and makes a different cookie recipe to share with the class.

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, utensils and equipment

**Time Frame** 1 week

**Topic**

Greek Foods & Customs

**Essential Questions**

- Where is Greece located?
- What is the capital of Greece?

- What is the favorite meat in Greece?
- What are the favorite vegetables in Greece?
- What is the favorite liqueur in Greece?
- What is phyllo dough?
- What is the most popular sweetener in Greece?

### Enduring Understandings

- Students will become familiar with basic information about Greece.
- Students will become aware of various favorite Greek dishes.
- Students will be able to list favorite vegetables of the Greeks.
- Students will be able to prepare several recipes using phyllo dough.
- Students will understand that honey is used in many Greek desserts.

### Alignment to NJCCCS

WORK.K-12.9.2.B *HPE.2.1.12.B.CSI* LA.9-12.RI.PE.H.MS.1.2 WORK.K-12.9.2.F.a

### Key Concepts and Skills

- Map of Greece
- Meats and vegetables of Greece
- Greek food customs
- Working with phyllo dough

### Learning Activities

- Greek notes and discussion
- Student will make the following Greek dishes:
  - Baklava
  - Spanikopita
  - Cheese puffs
  - Gyros

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, utensils and equipment

**Time Frame** 1 week

### Topic

Germany/ Gingerbread Houses

### Essential Questions

- Where is Germany located?
- What are some of Germany's favorite foods?
- What are the popular beverages in Germany?
- What vegetable is served at most German meals?



- Where did hot dogs and hamburgers originate from?
- When is the largest meal of the day served in Germany?

### Enduring Understandings

- Students will be able to explain where Germany is located.
- Students will be able to list several German favorite foods.
- Students will be aware of the origin of the hot dog and hamburger.
- Students will become familiar with the favorite beverages of Germany.
- Students will become familiar with the gingerbread making process.

### Alignment to NJCCCS

WORK.K-12.9.2.B WORK.K-12.9.2.C.1 LA.9-12.RI.PE.H.MS.1.2 WORK.K-12.9.2.F.a

### Key Concepts and Skills

- Germany on the map
- Favorite foods
- German food preparation
- Pronunciation of German foods
- Gingerbread houses

### Learning Activities

- Worksheet on Germany
- Review German Information
- Students will prepare the following:
  - Spaetzel
  - Kartoffelpuffers
  - Gingerbread houses
  - Gingerbread house video

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, utensils and equipment, gingerbread video.

**Time Frame** | 1 ½ weeks

### Topic

British Isles/French Foods & Customs

### Essential Questions

- Where are the British Isles and France located?
- What countries does the British Isles include?
- What are the favorite foods of England, Ireland, Scotland, and Wales?
- What are the favorite foods of France?
- What are the customs of the British Isles?
- What are the customs of France?

### Enduring Understandings

- Students will be able to properly locate the British Isles and France on a map.
- Students will be able to list the countries of the British Isles.
- Students will be able to prepare several foods from the British Isles and France.
- Students will have an understanding of the food customs of the British Isles and France.

### Alignment to NJCCCS

WORK.K-12.9.2.B HPE.2.1.12.B.CS1 CAEP.9.2.12.C.3 LA.9-12.RI.PE.H.MS.1.2

### Key Concepts and Skills

- Location of British Isles on map
- Location of France on map
- French cooking terms
- Favorite French foods
- List favorite food of:
  - England, Ireland, Scotland, and Wales
- Food preparation- British Isles and France

### Learning Activities

- Worksheet and review of British Isles
- Worksheet and review of France
- Make the following British Isle favorites:
  - Scones
  - Shortbread
  - French onion soup
  - Quiche
  - Cream puffs

### Assessments

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

### Interdisciplinary Connections

Math, science, reading

### Technology Integration

Ranges, microwave, candy thermometer, and other utensils and equipment

**Time Frame** 1 ½ weeks

### Topic

Italian/Mexican Foods & Customs

### Essential Questions

- Where is Italy located?
- Where is Mexico located?
- What are the food customs of Italy?
- What are the food customs of Mexico?
- When is the main meal of the day served in Italy and Mexico?

What are the favorite foods of Italy?  
 What are the favorite foods of Mexico?

**Enduring Understandings**

- Students will become familiar with the location of Italy and Mexico.
- Students will become familiar with the food customs of Italy and Mexico.
- Students will be able to prepare several popular Italian dishes.
- Students will be able to prepare several Mexican dishes.

**Alignment to NJCCCS**

WORK.K-12.9.2.B WORK.K-12.9.2.C.1 *HPE.2.1.12.B.CSI* LA.9-12.RI.PE.H.MS.1.2 WORK.K-12.9.2.F.a

**Key Concepts and Skills**

- Location of Italy on map
- Location of Mexico on map
- Food customs of Italy
- Food customs of Mexico
- Preparation of Italian and Mexican dishes.

**Learning Activities**

- Italian worksheet
- Italian review
- Mexican worksheet
- Mexican reiveiw
- Prepare the following dishes:
  - Pasta fagioli
  - Mozzarella sticks
  - Marinara sauce
  - Quesadillas
  - Flan
  - Mexican layer dip

**Assessments**

- Student comprehension will be evaluated during review of topic.
- Student progress during labs will be monitored and evaluated for comprehension.
- Quiz on this topic.

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

Math, science, reading

**Technology Integration**

Ranges, microwave, utensils and equipment