

Culinary Arts

Grade 7

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

June 21, 2022

MS Culinary Arts Curriculum Overview:

Middle School Culinary Arts is taught in two units throughout one marking period (10 weeks). This curriculum is a hands-on comprehensive understanding of the skills and procedures in the kitchen. Students will develop such practices in safety & sanitation, establishing healthy habits, and proper use of equipment will help to prevent accidents in the kitchen. Measuring, cooking terms, and use of equipment will expand throughout the course. Recipes will be introduced and cooking techniques will be presented & practiced. The cooperative kitchen lab setting will teach time management skills and tasks when preparing food and career skills such as learning to work with others in a group setting. Throughout the cooking experience, healthy eating, moderation, and nutrition will be expanded. In addition, 21st Century skills will be developed. Food related careers and an introduction of various occupations will be studied.

The first disciplinary core idea discussed in Unit 1, Food Lab Essentials is necessary for students to learn kitchen safety & food safety. Before entering the kitchen lab, students will learn kitchen safety and sanitation, prevention of food poisoning, how to accurately measure and units of measurement, abbreviations, reading a recipe, conversions, and equivalents. All these skills are necessary to have a successful product. Cooperation within a group setting is key to further enhance skills needed to become an autonomous adult. To form the cooperative groups, the teacher observes students and will form them based on how he/she feels the group of students will work together (Reflecting, a similar situation such as a high school/college grouping for group work and projects, and gives real life experience of working together in a cooperative group~thus like the workplace.)

The next disciplinary core idea discussed will be Quick Breads, Yeast Breads & Cookies in Unit 2. Students transferring knowledge from the Lab Essentials Unit will recognize that there are better choices when baking independently on their own. Packaged, processed, and all-ready prepared food products may contain ingredients and preservatives that are unnecessary and possibly unhealthy in the diet. Preparing homemade quick breads, yeast breads & cookies are just as easy as using a box mix or pulling out a container from the refrigerator. Students will learn the function of ingredients used and how to make baked goods more nutritious without sacrificing great taste. Each new recipe will strengthen previous skills and help develop new skills. Measuring, cooking terms, and use of equipment will continue to be reinforced throughout the course. Recipes will be more advanced and cooking techniques will be amplified. Continually, the cooperative kitchen lab setting will strengthen time management skills and coactive tasks. Throughout the quick bread, yeast bread, & cookie experience, nutrition will continue to be a focus. 21st Century skills will also continue as well as further exploration of food related careers.

A guided hands-on program, problem-based learning experiences and culinary projects will give students the opportunity to explore topics and concepts through practical experiences. Participating in this hands-on program helps students:

- 1. To be prepared for HS/College/Career by emphasizing key skills and practices (CCSS, NJSLA, STEM).**
- 2. Become lifelong learners and autonomous individuals.**
 - o Developing diversity among one another with acceptance and understanding o Collaborating with peers to learn equity, inclusion, tolerance, & belonging
 - o Learning about gender & sexual orientation
 - o Understand race & ethnicity
 - o Develop tolerance for others with disabilities, different religious beliefs, and different socioeconomic situations
 - o Learning how to define unconscious bias & take actions to prevent it

Suggested Course Sequence (10 week marking period)*:

Unit 1: Food Lab Essentials 3~4 weeks

Unit 2: Quick Breads, Yeast Breads & Cookies 5~6 weeks

*****Diversity Equity & Inclusion Integration:Curriculum:**

**>>Lesson integration will include Amistad, Holocaust, LGBTQ, Handicapped,
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& AAPI

~Note: Course sequence may vary depending on dynamics of the class, learning styles of students, collaborating of groups, and consistency of following safe practices.

Prerequisite: None, this is a preliminary course.

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 48 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

Unit # - UNIT OVERVIEW	
Content Area: <ul style="list-style-type: none">• There are many things that can be done to help ensure that the foods you prepare are safe to eat.• Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.• A kitchen typically has major appliances, small appliances, cookware and bakeware and handheld tools.• Recipes are directions for preparing foods that are useful to cooks and offer helpful information.• Recipes usually turn out best when you use each ingredient in exactly the right amount. • A work plan helps you manage time and tasks in order to prepare meals successfully.	
Unit Title: Food Lab Essentials	
Grade Level: 7th	
Unit Summary: There are many things that can be done to help ensure that the foods you prepare are safe to eat. Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen. A kitchen typically has major appliances, small appliances, cookware and bakeware and handheld tools. Recipes are directions for preparing foods that are useful to cooks and offer helpful information. Recipes usually turn out best when you use each ingredient in exactly the right amount. A work plan helps you manage time and tasks in order to prepare meals successfully.	
LEARNING TARGET/STANDARDS	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards Career Readiness, Life Literacies, & Key Skills	
8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.
21st Century themes and skills (standard 9) and	

Career Ready Practices Career Readiness, Life Literacies, & Key Skills	
9.1.2.CAP.1	Make a list of different types of jobs & describe skills associated with each job
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.2.5.CAP.2	Identify how you might like to earn an income
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills,

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	and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using Internet.

Educational Reading Standards

NJLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Connect with Mathematics as “kitchen math” is introduced <ul style="list-style-type: none"> ○ Use of prior knowledge of fractions to understand the typical tools of measuring ingredients ● Connect with Science as “food science” is introduced <ul style="list-style-type: none"> ○ Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented ○ Connect with functions of ingredients and how they affect the outcome of a recipe. 	

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What are good safety habits to practice in the Foods Lab? ● How are accidents prevented in the kitchen? ● How are foodborne illnesses prevented in the kitchen? ● What pieces of equipment are necessary for standard food preparation? ● How do accurate measurements lead to 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are many things that can be done to help ensure that the foods you prepare are safe to eat. ● Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen. ● A kitchen typically has major appliances, small appliances, cookware and
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<p>successful results?</p> <ul style="list-style-type: none"> ● Why is it important to understand kitchen math? ● What are the elements of a well-written recipe? ● What are the specific food lab procedures? ● How is a table properly set? 	<p>bakeware and handheld tools.</p> <ul style="list-style-type: none"> ● Recipes are directions for preparing foods that are useful to cooks and offer helpful information. ● Recipes usually turn out best when you use each ingredient in exactly the right amount. ● A work plan helps you manage time and tasks in order to prepare meals successfully.
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<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Determine and practice good safety habits. ● Name and explain uses for equipment in the lab. ● Develop a Time/Work Schedule for recipe preparation. ● Practice proper measuring techniques. ● Understand how to change the yield of a recipe. ● Identify common foodborne illnesses and their prevention in food preparation. ● Identify proper placement of all tableware based on course served.
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EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Summative/Benchmark Assessment(s):

- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Safety and Sanitation Test
- Safety Project
- Kitchen Tools Test
- Measuring Test
- Kitchen Drawing Project

Resources/Materials :

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencole, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988
- Videos –TBD
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
 - [Food Safety.gov](http://FoodSafety.gov)
 - [Universal Design for Learning](#)
 - [Fight Bac](#)
 - [Recipes](#)
 - [Plain but not so plain~Kitchen Skills](#)
 - [My Plate Resources](#)

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- [Kids Health Org.](#)
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
 - ~Shop Rite Dietitians
 - ~Whole Foods Demonstrators (F & N)
 - ~Johnson and Wales (Career)
 - ~Alumni (Career, Life Skills, Motivational, Demonstrations, etc.)

Modifications:

● Special Education Student/504~

- o Allow errors
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions and permit drawing, as an explanation
- o Accept participation at any level, even one word
- o Consult with Case Managers and follow IEP accommodations / modifications

● English Language Learners -

- o Assign a buddy, same language or English speaking
- o Allow errors in speaking
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word

● At-Risk Students~

- o Provide extended time to complete tasks
- o Consult with Guidance counselors and follow I&RS procedures / action plans
- o Consult with classroom teacher(s) for specific behavior interventions
- o Provide rewards as necessary

● Gifted and Talented Students~

- o Provide extension activities
- o Build on students' intrinsic motivations
- o Consult with parents to accommodate students' interest in completing tasks at their level of engagement

LESSON PLANS

LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)

<p>Lessons 1~3 Safety and accident prevention in the foods lab</p>	<ul style="list-style-type: none"> ● Determine good safety habits ● Practice accident prevention ● Identify common foodborne illnesses and their prevention in food preparation. <p>Lesson 1:</p> <ul style="list-style-type: none"> -Hook students' interest with an entry question (What does it mean to be safe in the kitchen?) to get them considering the effects of the importance of safety in the kitchen. -Introduce the essential questions and discuss unit's overall objectives in kitchen safety. 	<p>Unit determined by dynamics of class~between 3 & 4 weeks.</p>
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	<ul style="list-style-type: none"> -Have students take home safety contract and return with parent/guardian signature. -Review the content within the safety contract with Students. <p>Lesson 2:</p> <ul style="list-style-type: none"> -Present safety in the food lab content and identify preventative instruments (fire extinguisher, emergency stop button, fire blanket, and fire drill procedures) within the kitchen. -Present expected behavior in the foods lab and discuss horseplay, proper hygiene, and appropriate clothing in the food lab. <p>Lesson 3:</p> <ul style="list-style-type: none"> -Present food safety content and ways to prevent foodborne illness. -Present fire, slips/falls, cuts, burns, electrical shock, and bruises/bumps content and ways to prevent them from happening in the food lab. -Have students prepare a food safety poster. -Give quizzes on safety and sanitation in the food lab. 	
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<p>Lesson 4 Small and large kitchen tools; their uses, & the cooking terms for each given tool.</p>	<ul style="list-style-type: none"> ● Name and explain uses for equipment in the lab. ● Identify cooking term associated with kitchen tool <p>Lesson 4: -Present tools of the kitchen and identify their uses. -"Show and Tell" presentation of kitchen tools with PowerPoint Presentation. -Give a quiz on tools in the Kitchen. -Walk around the room & match the cooking term with the word.</p>	
<p>Lesson 5 Reading Recipe Skills & Measuring</p>	<ul style="list-style-type: none"> ● Develop a Time/Work Schedule for recipe preparation. ● Practice proper measuring techniques. ● Understand how to change the yield of a recipe. <p>Lesson 5: -Hook students' interest with an entry question (Can you bake/cook without a recipe?) on</p>	

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	<p>reading recipes. -Present recipe abbreviations & common food equivalents~ discuss the video, "Kitchen Math Measuring." -Have students complete worksheets tied into recipe abbreviations and common food equivalents. -Teacher Demonstration on measuring techniques. -Give test on recipe abbreviations and common food equivalents.</p>	
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<p>Lessons 6 & 7 Intro to Lab & the Lab Procedure</p>	<ul style="list-style-type: none"> ● Observe lab procedures ● Understand procedures necessary for a successful Kitchen Lab <ul style="list-style-type: none"> ● Execute a recipe in the lab ● Interpret communication & team building skills <p>Lesson 6: -Hook students' interest with an introductory lab~French Toast. -Teacher demonstration of French Toast, lab procedures, and evaluation. -Students will observe the preparation of French Toast and teacher modeling of lab procedures.</p> <p>Lesson 7: -Students will prepare French Toast using correct lab procedures and following recipe/directions. -Students will complete self-evaluation/lab plan.</p>	
<p>Lesson 8 Table Setting & Etiquette Nutrition</p>	<ul style="list-style-type: none"> ● Understand the basic layout of table utensils, linens, and glassware based on typical dining situations. ● Relate good use of manners <p>Lesson 8: -Every time students eat, they are to set the table accordingly -Each lab students will practice positive manners & use appropriate table etiquette</p>	
<p>Lesson 9 Nutrition~ Integrate through entire course</p>	<p>Lesson 9: - Research on the internet healthier choice substitutes for foods that are classed as snacks.</p>	

ADDITIONAL RESOURCESPlans

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Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment
- Real World Experiences- discussion of how the food industry has changed over the years.
 - Includes TV' s role in expanding people's exposure to famous chef's
 - How this can impact a career in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> ● Provide a variety of options for perception ● Provide a variety of options for language and symbols ● Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> ● Provide a variety of options for physical action ● Provide a variety of options for expressive skills and fluency ● Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> ● Provide a variety of options for recruiting interest ● Provide a variety of options for sustaining effort & persistence ● Provide a variety of options for self regulations
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*UDL

<p>UNIT OVERVIEW</p>
<p>Content Area:</p> <ul style="list-style-type: none"> ● The two major types of breads are quick breads and yeast breads. ● The two basic mixing methods for quick breads are: muffin method and biscuit method. ● The two basic mixing methods for yeast breads are: conventional & quick-mix method. ● Food science principles of preparing quick breads and yeast breads. ● Quick breads and yeast breads differ by the proportion of ingredients, mixing method and leavening agents. ● Ratio of ingredients is important to the finished product. ● Utilization of proper measuring tools. ● Quick breads are leavened by fast-acting leavening agents such as air, steam, chemical (baking soda and baking powder). ● Yeast bread is leavened by yeast. ● Introduction to cookies and the six types, each with unique preparation skills. ● Preheating the oven, accurate measurements, preparing pan, are all important to successful cookie baking. ● Each ingredient serves a specific function in the cookie recipe. ● Consumption and moderation is important for healthy nutritional goals.
<p>Unit Title: Quick Breads, Yeast Breads, & Cookies</p>
<p>Grade Level: 7th</p>
<p>Unit Summary: Students need to know that following directions and using the proper kitchen tools are vital to the success of a recipe. In the Quick bread, yeast bread, & cookie unit, students will learn that changing the amount of an ingredient will not make the recipe better~i.e. Adding extra sugar, not using as much fat, substituting an ingredient... The end product of a recipe depends on the accuracy of measuring, using the proper tools, knowing the functions of ingredients and understanding the way they are used to develop the desired results.</p> <p>For the nutritional aspect, students will learn that moderation is the key. Carbohydrates are not “bad” to eat as long as they are not over indulged. In addition, students will see the portion sizes and how they have become distorted throughout the years. Finally, students will become aware that low~fat, sugarfree, and healthy claims does not always mean the product is better to eat.</p> <p>Transfer: At home, students will prepare the recipes that they have been preparing in</p>

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class. Students can use their knowledge to explore new recipes they research. Students may start collecting their own cooking tools in the kitchen.

UnitLEARNING TARGETS/STANDARDS #**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards Career Readiness, Life Literacies, & Key Skills**

8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.4

Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.6

Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.

**21st Century themes and skills (standard 9) and
Career Ready Practices Career Readiness, Life Literacies, & Key Skills**

9.1.2.CAP.1

Make a list of different types of jobs & describe skills associated with each job

9.1.2.CAP.2

Explain why employers are willing to pay individuals to work

9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

9.2.5.CAP.2

Identify how you might like to earn an income

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers & occupations.

9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.5.CAP.5

Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers

9.2.5.CAP.8

Identify risks that individuals and households face.

9.2.8.CAP.1

Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2

Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.2.8.CAP.4

Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5

Produce a multimedia project using text, graphics, moving images, and sound

8.1.12.B.3

Make informed choices among technology systems, resources, and services in a variety of contexts

8.1.12.B.4

Use appropriate language when communicating with diverse audiences using

Educational Reading Standards

NJSLSA.R7	Integration of Knowledge and Ideas
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RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Connect with Mathematics as “kitchen math” is introduced <ul style="list-style-type: none"> ○ Use of prior knowledge of fractions to understand the typical tools of measuring 	

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ingredients <ul style="list-style-type: none"> ● Connect with Science as “food science” is introduced <ul style="list-style-type: none"> ○ Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented ○ Connect with functions of ingredients and how they affect the outcome of a recipe.

<p>Unit Essential Question(s): Quick Breads & Yeast Breads:</p> <ul style="list-style-type: none"> ● -How do the two basic mixing methods differ? ● -What is the creaming method? ● -How do ingredients function in baked products? ● -How do the types of quick breads differ? ● -Why is it important to measure accurately? ● -What is the function of yeast in baked products? ● -What are the nutritional contributions of yeast breads? ● -How do other ingredients function in the preparation of yeast breads? ● -What are the methods in yeast bread preparation? ● -What is the difference between the quick mix method vs. the conventional method? ● -What are some advantages of the quick mix method? <p>Cookies:</p> <ul style="list-style-type: none"> ● How are cookies classified and prepared? ● What techniques are required to produce successful results? ● How does each of the basic ingredients function in cookie preparation? ● What is the nutritional contribution of cookies? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The two basic mixing methods are muffin and biscuit which result in different appearances and textures. ● Each ingredient in baked products have specific functions. Ex: flour provides structure to quick breads. <ul style="list-style-type: none"> ● The tools used to prepare quick breads and techniques create different products. ● Baking is a science and accurate measuring is important for a successful product. <ul style="list-style-type: none"> ● Quick breads and yeast breads are leavened with different ingredients. ● Quick breads use quick-acting leavening agents such as air, chemical (baking soda and baking powder), and steam. ● Yeast breads are leavened with yeast and a process called fermentation. ● In moderation, sweets such as cookies can have a place in the diet. By using natural, whole ingredients you can feel satisfied as opposed to consuming processed, packaged cookies that contain many artificial ingredients.
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Unit Learning Targets/Objectives:

Students will...

Quick Breads:

- understand the three basic methods for combining ingredients for baking and how they affect the resulting product.
- differentiate between the types of dough's or batters produced.
- evaluate and explain the difference between types of leavening agents used.
- explain the function of ingredients necessary for quick breads.
- prepare several recipes for quick breads.

Yeast Breads:

- understand the different types of yeast available to the consumer and the way they are prepared.
- understand the effect of kneading, dough rising, punching down, shaping yeast dough, and second rising on development.
- evaluate and explain the final results after completing a loaf of bread.
- create several recipes for bread including a sweet dough variation.

Cookies:

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- recognize the six basic classification of cookies.
- understand the function of each ingredient in cookie preparation.
- practice proper baking techniques when preparing different types of cookies.
- identify and practice using the proper equipment needed for all types of cookie preparation.

EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Demonstrations

Quick Bread:

- 2/3 muffin labs
- 2 biscuit labs
- 2/3 loaf bread labs
- 1 pancake lab
- 1 popover lab
- Quick Bread Practical

Yeast Bread

- Pizza Lab
- White or Whole Wheat Bread Lab
- Challah Bread Lab
- Cinnamon Rolls Lab

Cookie Lab: determined by the season

- Varied but at least 3 to 4 different types:
 - Drop Cookie
 - Refrigerator Cookie
 - Pressed Cookie
 - Rolled Cookie
 - Molded Cookie
 - Cut-Out Cookie
- Cookie Swap Lab~determined by season & dynamics of students in class.

Summative/Benchmark Assessment(s):

- Personal Cookbook (paper or digital)
- Tests
- Projects

Alternative Assessments:

- Safety and Sanitation Test
- Safety Project
- Kitchen Tools Test
- Measuring Test
- Kitchen Drawing Project

Resources/Materials :

- Student Resources (i.e., textbooks, related books):
- Largen and Bence, Guide to Good Food, Tinley Park, Illinois.Goodheart-Willcox Co. Inc. 1996; Helen Kowlatauk, Discovering Food, Peoria, Illinois, Glencole, 1992; Eva Medved, The World of Food, Englewood Cliffs, NJ. Simon and Schuster, 1988
- Videos –TBD
- Teacher Resources (i.e., textbooks, related books):
- Peterson, Essentials of Cooking 1999; Wiley Publishing, The Visual Food Encyclopedia, 1996; Anderson and Deskins The Nutrition Bible. 199;. Sizer and Whitney, Nutrition Concepts and Controversies, 1997
- Websites:
 - [Food Safety.gov](http://FoodSafety.gov)
 - [Universal Design for Learning](http://UniversalDesignforLearning)
 - [Fight Bac](http://FightBac)

- [Recipes](#)
- [Plain but not so plain~Kitchen Skills](#)
- [My Plate Resources](#)
- [Kids Health Org.](#)
- [Pinterest](#)
- Field Trips: More TBD
- ~Culinary Institute of America
- Specialty Visitors:
 - ~Shop Rite Dietitians
 - ~Whole Foods Demonstrators (F & N)
 - ~Johnson and Wales (Career)
 - ~Alumni (Career, Life Skills, Motivational, demonstrations, etc.)
- Software:
 - Google Slides
 - Internet
 - Microsoft Word

Modifications:

- Special Education Student/504~
 - o Allow errors
 - o Rephrase questions, directions, and explanations
 - o Allow extended time to answer questions and permit drawing, as an explanation
 - o Accept participation at any level, even one word
 - o Consult with Case Managers and follow IEP accommodations / modifications
- At-Risk Students~
 - o Provide extended time to complete tasks
 - o Consult with Guidance counselors and follow I&RS procedures / action plans
 - o Consult with classroom teacher(s) for specific behavior interventions
 - o Provide rewards as necessary
- English Language Learners -
 - o Assign a buddy, same language or English speaking
 - o Allow errors in speaking
 - o Rephrase questions, directions, and explanations
 - o Allow extended time to answer questions
 - o Accept participation at any level,
- Gifted and Talented Students~
 - o Provide extension activities
 - o Build on students' intrinsic motivations
 - o Consult with parents to accommodate students' interest in completing tasks at their level of engagement

even one word

LESSON PLANS

Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
Lessons 1~4 Quick Bread intro. & types of quick breads. Muffin demo and lab.	<ul style="list-style-type: none">• Understand the three basic methods for combining ingredients for baking and how they affect the resulting product.• Use prior knowledge of baking • understand the three basic methods for combining ingredients for baking and how they affect the resulting product. Lesson 1: -Hook students' interest with an	Unit determined by dynamics of class ~between 5~6 weeks

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	<p>entry question (What is your favorite type of muffin?) to get them considering what kinds of muffins are possible.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in quick breads. -Quick Bread PowerPoint and students will complete Quick Bread Study Guide.</p> <p>Lesson 2:</p> <p>-Have students watch the teacher demonstrate the preparation of a quick bread (muffin).</p> <p>-Students will observe proper measuring and preparation techniques during teacher demonstrations.</p> <p>-Teacher will show and students will observe characteristics of a properly prepared muffin.</p> <p>Lesson 3:</p> <p>-Students will prepare the same recipe as the teacher demonstrated in the lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 4:</p> <p>-Students will prepare a second muffin recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lessons 5~7 Quick bread comparison, difference between quick breads, demo & biscuit lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 5:</p> <p>-Hook students' interest with an entry question (Have you ever had a biscuit and how would you describe it compared to a muffin?) to get them considering the differences between a biscuit and a muffin.</p>	

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	<p>-Introduce the essential questions and discuss the unit's overall objectives in quick breads. Lesson 6:</p> <p>-Have students watch the teacher demonstrate the preparation of a quick bread (biscuit).</p> <p>-Students will observe proper measuring and preparation techniques during teacher demonstrations.</p> <p>-Teacher will show and students will observe characteristics of a properly prepared biscuit.</p> <p>Lesson 7:</p> <p>-Students will prepare the same recipe as the teacher demonstrated in the lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lesson 8 Quick bread comparison, difference between quick breads, second biscuit lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 8:</p> <p>-Students will prepare a second biscuit recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 9:</p> <p>-Hook students' interest with an entry question (Do you know what loaf bread is? If yes, give me an example of one) to get them considering the differences between a muffin, a biscuit, and a loaf of bread.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in quick breads.</p>	
<p>Lessons 9 ~ 11</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the 	

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<p>Quick bread comparison, difference between quick breads, demo & loaf bread lab.</p>	<p>difference between types of leavening agents used.</p> <ul style="list-style-type: none"> ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 9:</p> <p>-Hook students' interest with an entry question (Do you know what loaf bread is? If yes, give me an example of one) to get them considering the differences between a muffin, a biscuit, and a loaf of bread.</p> <p>-Introduce the essential questions and discuss the unit's overall objectives in quick breads. Lesson 10:</p> <p>-Have students watch the teacher demonstrate the preparation of a quick bread (loaf bread).</p> <p>-Students will observe proper measuring and preparation techniques during teacher demonstrations.</p> <p>-Teacher will show and students will observe characteristics of a properly prepared loaf of bread. Lesson 11:</p> <p>-Students will prepare the same recipe as the teacher demonstrated in the lab.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Lessons 12 & 13 Quick bread comparison, difference between quick breads, & loaf bread labs.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 12:</p> <p>-Students will prepare a second loaf bread recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	

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	<p>Lesson 13:</p> <ul style="list-style-type: none"> -Students will prepare recipes by steam as a leavening agent following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet. 	
<p>Lessons 14~16 Quick bread/ Yeast bread comparison, difference between varied leavened breads, demo & yeast bread lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 14:</p> <ul style="list-style-type: none"> -Hook students' interest with an entry question (What do you think are the different methods between quick breads and yeast breads?) to get them considering what kinds of yeast breads are possible. -Introduce the essential questions and discuss the differences between quick breads and yeast breads. -Students will complete the Yeast Bread Study Guide. <p>Lesson 15:</p> <ul style="list-style-type: none"> -Have students watch the teacher demonstration using yeast to prepare a loaf of bread (white or whole wheat). -Students will observe proper measuring and mixing techniques during teacher demonstration. -Teacher will show and students will observe characteristics of a properly prepared loaf of bread. <p>Lesson 16:</p> <ul style="list-style-type: none"> -Students will prepare the same recipe as the teacher demonstrated in the lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet. 	

Lessons 17~19 Quick bread/	<ul style="list-style-type: none"> • Differentiate between the types of dough's or batters produced. • evaluate and explain the 	
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Yeast bread campari~ son, difference between varied leavened breads & yeast bread lab.	<p style="text-align: center;">difference between types of leavening agents used.</p> <ul style="list-style-type: none"> • explain the function of ingredients necessary for quick breads. • prepare several recipes for quick breads. <p>Lesson 17: -Students will prepare second yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 18: -Students will prepare third yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 19: -Students will prepare fourth yeast bread by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
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<p>Lessons 20 & 21 Types of cookies intro. & six types of cookie preparations, cookie demo. and lab.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 20: -Hook students' interest with an entry question (What cookies do you bake at home?) to get them considering what types of cookies are available. -Introduce the essential questions and discuss the unit's overall objectives in cookies. -Cookie PowerPoint explaining the six different types of cookies. Lesson 21: -Have students watch a teacher demonstration of the preparation of drop cookies.</p>	
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	<p>-Students will observe proper measuring and preparation techniques during teacher demonstration. -Teacher will show and students will observe characteristics of proper use of baking pans and cooking times while preparing cookies for the oven. -Teacher will show baking and cooling techniques of cookies in order to get desired results.</p>	
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<p>Lessons 22~27 Various kinds of cookies & baking each of the six types.</p>	<ul style="list-style-type: none"> ● Differentiate between the types of dough's or batters produced. ● evaluate and explain the difference between types of leavening agents used. ● explain the function of ingredients necessary for quick breads. ● prepare several recipes for quick breads. <p>Lesson 22: -Students will prepare the same recipe as the teacher demonstrated in the lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 23: -Students will prepare a second cookie recipe by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 24: -Students will prepare a third cookie recipe by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 25: -Students will prepare a fourth cookie recipe by following the recipe and lab procedures. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 26: -Students will prepare a fifth</p>	
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	<p>cookie recipe by following the recipe and lab procedures.</p> <p>-Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p> <p>Lesson 27:</p> <p>-Students will prepare cookies at home for our cookie swap lab. -Teacher and students will evaluate the finished products' overall results according to the evaluation sheet.</p>	
<p>Nutrition Lesson~ Integrate through entire course</p>	<p>Lesson 9:</p> <p>- Research on the internet healthier choice substitutes for foods that are classed as snacks.</p> <p>~Create a personal cookbook</p>	

ADDITIONAL RESOURCES
<p>Teachers Notes:</p> <ul style="list-style-type: none"> ● Cooperative Groups - students learn to work collaboratively with others which can prepare them for future employment ● Real World Experiences- discussion of how the food industry has changed over the years. <ul style="list-style-type: none"> ○ Includes TV' s role in expanding people's exposure to famous chef's ○ How this can impact a career in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> ● Provide a variety of options for perception ● Provide a variety of options for language and symbols ● Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> ● Provide a variety of options for physical action ● Provide a variety of options for expressive skills and fluency ● Provide a variety of options for executive functions <p>*UDL</p>	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> ● Provide a variety of options to recruit interest ● Provide a variety of options for sustaining effort & persistence ● Provide a variety of options for self-regulations
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DIVERSITY & EQUITY INCLUSION
<p>Content Area:</p> <ul style="list-style-type: none"> ● To highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. ● To examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and ● To encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and

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religious beliefs.

Unit Title: Diversity & Equity Inclusion

Grade Level: 7th Grade

Integrative Summary:

LGBTQ~

Students will learn to be tolerant and respectful of others despite their differences. They will “meet” and learn about various famous chefs/cooks/ bakers who are “out” in the LGBTQ Community. There are some who have very successful restaurants and are culinary artists in their field. In addition, students will read about such famous chefs/cooks and see examples of other food & nutrition, baking, and other related careers.

AAPI (Asian American & Pacific Islander)~

Students will learn about chefs/cooks/ bakers/culinary artists who have come from or whose parents came from the Asian and Pacific Islands. In addition, we will explore foods from these continents/countries and look for ways to celebrate their heritage. May is Asian~American/Pacific~American Heritage month, so we will explore their culture, food, and traditions that includes their culture and news about their history. There will be activities to further research independently and cooperatively, too.

Transfer: Students can understand that there are differences among all of us. These differences do not make anyone less of a person and they deserve complete respect.

UnitLEARNING TARGETS/STANDARDS #

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards Career Readiness, Life Literacies, & Key Skills

8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.4

Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.6

Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate, and test options to repair the product; presenting the solution.

21st Century themes and skills (standard 9) and Career Ready Practices Career Readiness, Life Literacies, & Key Skills

9.1.2.CAP.1

Make a list of different types of jobs & describe skills associated with each job

9.1.2.CAP.2

Explain why employers are willing to pay individuals to work

9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

9.2.5.CAP.2

Identify how you might like to earn an income

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers & occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
9.2.5.CAP.8	Identify risks that individuals and households face.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and

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	personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Educational Technology Standards

8.1.12.A.5	Produce a multimedia project using text, graphics, moving images, and sound
8.1.12.B.3	Make informed choices among technology systems, resources, and services in a variety of contexts
8.1.12.B.4	Use appropriate language when communicating with diverse audiences using

Educational Reading Standards

NJSLSA.R7	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
NJSLSA.R3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Interdisciplinary Connections:

- Connect with Mathematics as “kitchen math” is introduced
 - Use of prior knowledge of fractions to understand the typical tools of measuring ingredients
- Connect with Science as “food science” is introduced
 - Connect with Biology and other sciences as the study of bacteria and other pathogens are discussed and how foodborne illnesses can be prevented
 - Connect with functions of ingredients and how they affect the outcome of a recipe.

Intercultural, Diversity, Equity & Inclusion Integration:

>>Lessons within the curriculum will include Amistad, Holocaust, LGBTQ, Handicapped, & AAPI ○ CASEL Standards to incorporate social, emotional, & learning styles

Unit Essential Question(s):

- What are some differences among one another?
- Do having differences make more or less of a person?
- What does it mean to be tolerant? ● Would you want to belong even though you had some differences?
- Does the way a person looks define who they are inside?
- Despite differences of religious, political, or gender-role views, does that make a person unworthy of respect?
 - Why is it important to be kind to others with disabilities or differences?
- Does it make a person different when they come from a different culture/country?

Unit Enduring Understandings:

- Treating others with respect and tolerance is important in real life.
- Understanding that despite differences, people are all the same inside.
- Going above and beyond to be a friend to others makes a big difference in one's life.

Unit Learning Targets/Objectives:

Students will...

- Understand the importance of developing diversity among one another ● Developing collaboration with peers to learn equity, inclusion, tolerance, & belonging ● Distinguish between the types of genders and sexual orientations
- Know how to treat others with disabilities, different religious beliefs, and different socioeconomic situations.
- Recognize unconscious bias and to take actions to prevent it.

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EVIDENCE OF LEARNING

Formative Assessments:

- Teacher observations~throughout labs
- Discussions
- Classroom behavior with others
- Personal stories that are relevant

Summative/Benchmark Assessment(s):

- Tests
- Projects

Alternative Assessments:

- Tolerance & Inclusive online games
- History reports on a famous person to include the diversity theme

Resources/Materials :

Websites:

<https://spectrumnews1.com/ca/la-west/human-interest/2019/04/09/new-los-angeles-lgbt-center-campus-to-include-culinary-arts-program>
<https://www.thetravel.com/best-asian-pacific-island-foods/>

<https://www.washingtonpost.com/food/interactive/2021/asian-pacific-heritage-month-comfort-food/> Videos –TBD

Teacher Resources (i.e., textbooks, related books):

~Books to be taken out of the library and used at various units

Field Trips: More TBD

Specialty Visitors:

~Shop Rite Dietitians**

~Whole Foods Demonstrators (F & N) **

~Johnson and Wales (Career)**

~Alumni (Career, Life Skills, Motivational, Demonstrations, etc.)**

**those with any of the described above situations

Software:

*Google Slides

*Internet

*Microsoft Word

Modifications:

- Special Education Student/504~

o Allow errors

o Rephrase questions, directions, and explanations

o Allow extended time to answer

questions and permit drawing, as an explanation

o Accept participation at any level,

even one word

o Consult with Case Managers and follow IEP accommodations / modifications

- English Language Learners -

o Assign a buddy, same language or

- At-Risk Students~

o Provide extended time to complete

tasks

o Consult with Guidance counselors

and follow I&RS procedures / action plans

o Consult with classroom teacher(s)

for specific behavior interventions

o Provide rewards as necessary

- Gifted and Talented Students~

o Provide extension activities

<p>English speaking</p> <ul style="list-style-type: none"> o Allow errors in speaking o Rephrase questions, directions, and explanations o Allow extended time to answer questions o Accept participation at any level, even one word 	<ul style="list-style-type: none"> o Build on students' intrinsic motivations o Consult with parents to accommodate students' interest in completing tasks at their level of engagement
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LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:
<p>Diversity & Equity Inclusion~ LGBTQ community</p>	<ul style="list-style-type: none"> ● understand the importance of Diversity & Equity Inclusion within the LGBTQ community ● distinguish between types of careers and success people from the LGBTQ community have accomplished ● utilize the ways to accept & welcome members of the LGBTQ community <p>-Hook students' interest with a picture of a famous LGBTQ chef. Show how they have met hardships and roadblocks due to their gender difference.</p>	<p>Lessons to be integrated throughout the course will depend on the month, season, and type of food we are studying at the moment.</p>

<p>Diversity & Equity Inclusion~ Asian American & Pacific Islander community</p>	<ul style="list-style-type: none"> • understand the importance of Diversity & Equity Inclusion within the Asian American & Pacific Islander community • distinguish between types of careers and success people from the LGBTQ community have accomplished • utilize the ways to accept & welcome members of the Asian American & Pacific Islander community <p>-Hook students' interest with a picture of a famous Asian American & Pacific Islander chef. Show how they have met hardships and roadblocks due to their cultural differences.</p>	
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ADDITIONAL RESOURCES	
<p>Teachers Notes:</p> <ul style="list-style-type: none"> • Cooperative Groups - students learn to work collaboratively with others which can prepare them to work with others' who may be different from them. • Real World Experiences- discussion of how the food industry has changed over the years within our culture, the LGBTQ community, and the Asian-Pacific Islander community. <ul style="list-style-type: none"> ○ Includes TV' s role in expanding people's exposure to famous chef's in the LGBTQ community, and the Asian-Pacific Islander community. ○ How this can impact how we view others in the culinary arts 	

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<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> • Provide a variety of options for perception • Provide a variety of options for language and symbols • Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How)</p> <ul style="list-style-type: none"> • Provide a variety of options for physical action • Provide a variety of options for expressive skills and fluency • Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> • Provide a variety of options to recruit interest • Provide a variety of options for sustaining effort & persistence • Provide a variety of options for self-regulations
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*UDL

DIVERSITY & EQUITY INCLUSION

Content Area:

- To highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.
- To examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- To encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Unit Title: Diversity & Equity Inclusion

Grade Level: 7th Grade

Integrative Summary:

LGBTQ~

Students will learn to be tolerant and respectful of others despite their differences. They will “meet” and learn about various famous chefs/cooks/ bakers who are “out” in the LGBTQ Community. There are some who have very successful restaurants and are culinary artists in their field. In addition, students will read about such famous chefs/cooks and see examples of other food & nutrition, baking, and other related careers.

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CPI#:

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Midland Park Public Schools

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Career Ready Practices [Career Readiness, Life Literacies, & Key Skills](#)**

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Intercultural, Diversity, Equity & Inclusion Integration:

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Unit Essential Question(s):

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- Do having differences make more or less of a person?
- What does it mean to be tolerant? ● Would you want to belong even though you had some differences?
- Does the way a person looks define who they are inside?
- Despite differences of religious, political, or gender-role views, does that make a person unworthy of respect?
 - Why is it important to be kind to others with disabilities or differences?
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- Treating others with respect and tolerance is important in real life.
- Understanding that despite differences, people are all the same inside.
- Going above and beyond to be a friend to others makes a big difference in one's life.

Unit Learning Targets/Objectives:

Students will...

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- Know how to treat others with disabilities, different religious beliefs, and different socioeconomic situations.
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EVIDENCE OF LEARNING

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<https://www.thetravel.com/best-asian-pacific-island-foods/>

<https://www.washingtonpost.com/food/interactive/2021/asian-pacific-heritage-month-comfort-food/> Videos –TBD

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- o Assign a buddy, same language or English speaking
- o Allow errors in speaking
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word

● At-Risk Students~

- o Provide extended time to complete tasks
- o Consult with Guidance counselors and follow I&RS procedures / action plans
- o Consult with classroom teacher(s) for specific behavior interventions
- o Provide rewards as necessary

● Gifted and Talented Students~

- o Provide extension activities
- o Build on students' intrinsic motivations
- o Consult with parents to accommodate students' interest in completing tasks at their level of engagement

LESSON PLANS

LESSON PLANS		
Lesson Name/Topic	Lesson Objective(s)	Time frame (weeks) to complete:

<p>Diversity & Equity Inclusion~ LGBTQ community</p>	<ul style="list-style-type: none"> • understand the importance of Diversity & Equity Inclusion within the LGBTQ community • distinguish between types of careers and success people from the LGBTQ community have accomplished • utilize the ways to accept & welcome members of the LGBTQ community <p>-Hook students' interest with a picture of a famous LGBTQ chef. Show how they have met hardships and roadblocks due to their gender difference.</p>	<p>Lessons to be integrated throughout the course will depend on the month, season, and type of food we are studying at the moment.</p>
<p>Diversity & Equity Inclusion~ Asian American & Pacific</p>	<ul style="list-style-type: none"> • understand the importance of Diversity & Equity Inclusion within the Asian American & Pacific Islander community • distinguish between types 	

Midland Park Public Schools

<p>Islander community</p>	<p>of careers and success people from the LGBTQ community have accomplished</p> <ul style="list-style-type: none"> • utilize the ways to accept & welcome members of the Asian American & Pacific Islander community <p>-Hook students' interest with a picture of a famous Asian American & Pacific Islander chef. Show how they have met hardships and roadblocks due to their cultural differences.</p>	
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ADDITIONAL RESOURCES

Teachers Notes:

- Cooperative Groups - students learn to work collaboratively with others which can prepare them to work with others' who may be different from them.
- Real World Experiences- discussion of how the food industry has changed over the years within our culture, the LGBTQ community, and the Asian-Pacific Islander community.
 - Includes TV' s role in expanding people's exposure to famous chef's in the LGBTQ community, and the Asian-Pacific Islander community.
 - How this can impact how we view others in the culinary arts

<p>UDL Guidelines: Presentation Methods (What)</p> <ul style="list-style-type: none"> • Provide a variety of options for perception • Provide a variety of options for language and symbols • Provide a variety of options for comprehension 	<p>UDL Guidelines: Action & Expression Methods (How) •</p> <p>Provide a variety of options for physical action</p> <ul style="list-style-type: none"> • Provide a variety of options for expressive skills and fluency • Provide a variety of options for executive functions 	<p>UDL Guidelines: Engagement Methods (Why)</p> <ul style="list-style-type: none"> • Provide a variety of options to recruit interest • Provide a variety of options for sustaining effort & persistence • Provide a variety of options for self-regulations
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