

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

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

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

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

Time Frame 1 ½ weeks**Topic**

Meal Planning/Shopping for Food

Essential Questions

- What percentage of the day's total calorie needs should breakfast satisfy?
- When planning a meal, what part of the meal should you start with?
- What food groups should be included in a well-balanced meal?
- Do all people need the same nutrients?
- What factors determine how much money a family spends on food?
- What percentage of a family's income is spent on food yearly?
- What are the characteristics of a well-planned meal?
- Why is it important to read food labels?
- How is unit pricing determined?
- What are the various grocery shopping options?
- What are the various dates that can be found on food packages?
- What are the guidelines for grocery shopping?

Enduring Understandings

- Students will become aware of their nutrient needs for the day.
- Students will be able to plan a well-balanced meal.
- Students will be able to name all five food groups and incorporate them into meal planning.
- Students will become familiar with how much money a family can spend on food.
- Students will be able to plan a meal that incorporates the six characteristics of food.
- Students will be able to read and comprehend nutrition labels and ingredient lists.

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**

- Meal planning
- Shopping skills
- Characteristics of food/meals
- Family food budget
- Ingredient list
- Nutrition label
- Meal preparation
- Increasing the yield of a recipe
- Decreasing the yield of a recipe
- Creating a shopping list

Learning Activities

- Meal planning worksheet
- Shopping worksheet
- Review meal planning
- Review shopping
- Increasing and decreasing yield worksheets
- Shopping list worksheet
- Review increasing and decreasing yield
- Review shopping list worksheet
- Plan a balanced meal with cooking group
- Prepare a balanced meal

Assessments

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

21st 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

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

Assessments

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

21st 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

21st 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.

21st 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.

21st 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.

21st 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.

21st 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
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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.

21st 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.

21st 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.

21st 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

21st 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.

21st 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.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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