**DELAWARE VALLEY SCHOOL DISTRICT**

# PLANNED INSTRUCTION

## A PLANNED COURSE FOR:

**Intermediate Foods A**

## Grade Level: 9-12

**Date of Board Approval: _____2018_____**

# Planned Instruction

**Title of Planned Instruction:** Intermediate Foods A

**Subject Area:** Family & Consumer Sciences **Grade(s):** 9-12

**Course Description:**

This course enables students to learn various types of food preparation skills through lab experiences. Topics include kitchen safety and sanitation, knife skills, Mise en Place, measuring skills and functions of ingredients. Students will explore My Plate, and also study and prepare foods that include the following groups: Grains, pasta, and rice; proteins, poultry, and eggs; vegetables, cookies and cakes. Students will also learn about current food trends, especially pertaining special dietary needs and allergy information. Students will also compete in various food competitions such as Cupcake Wars and Chopped, as well as preparing a Thanksgiving family style meal.

**Time/Credit for the Course:** One Semester for 46 minutes a day- ½ Credit

**Curriculum Writing Committee:** Leslie Peters

# Curriculum Map

1. **Marking Period One:**

   - **Overview based on 45 days:**
     i. Kitchen Safety & Sanitation
     ii. Measuring Equipment, Utensil, Reading a Recipe, Mise en Place
     iii. Knife Skills
     iv. Vegetables
     v. Eggs

   - **Goals:**
     i. Identify the cause, symptoms, and prevention techniques for Food Borne Illnesses
     ii. Demonstrating knowledge of proper measuring techniques, abbreviations, and equivalents
     iii. Apply concepts described within a provided recipe
     iv. Demonstrate safe knife handling techniques and demonstrate the ability to execute various knife cuts
     v. Identify preparation techniques and implement various cooking methods for a variety of vegetables
     vi. Implement preparation techniques and cooking methods to prepare various egg-based recipes

2. **Marking Period Two:**

   - **Overview based on 45 days:**
     i. Poultry
     ii. Pasta
     iii. Cookies

   - **Goals:**
     i. Identify safe handling and storing techniques for processing and preparing poultry
     ii. Implement preparation techniques and cooking methods for Poultry based recipes
     iii. Demonstrate the ability to prepare homemade pasta
     iv. Implement measuring techniques and cooking methods for baked goods.

# Curriculum Plan

**Unit 1:** Kitchen Safety & Sanitation **Time Frame:** 5 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.

- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.
- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:** Within this unit students will learn the cause, symptoms, and prevention methods to the seven most common food borne illnesses. Students will learn safety and sanitation methods to ensure a clean and safe kitchen environment, along with how to handle basic kitchen safety situations.

**Goals:** Students will be able to identify the seven most common food borne illnesses as well as distinguish between the four dating methods. Students will be able to implement kitchen safety procedures within a lab experience.

**Objectives:**

- Students will describe food safety and sanitation principles. (DOK 2)
- Students will demonstrate the proper way to wash their hands. (DOK 3)
- Students will employ proper food handling and storage techniques. (DOK 3)
- Students will identify the dating methods used on food packaging. (DOK 3)
- Students will identify pathogens that cause foodborne illness. (DOK 3)
- Students will describe ways to keep the kitchen environment clean. (DOK 2)
- Students will illustrate ways to prevent common kitchen accidents. (DOK 3)
- Students will graph internal cooking temperatures for pork, poultry, beef, and shellfish. (DOK 2)
- Students will distinguish spoilage signs for canned food, fruit, meats, poultry, and frozen food. (DOK 2)
- Students will cite evidence as to the causes of foodborne illness samples (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created “Kitchen Safety & Sanitation” PowerPoint.
- Complete corresponding teacher created note packet to “Kitchen Safety & Sanitation PowerPoint”.

- Complete teacher created Kitchen Safety & Sanitation Crossword.
- Simulation of an "Unsafe Kitchen"- student documentation of unsafe kitchen procedures or scenarios.
- Complete teacher created "Keep or Toss" scenarios- student explanation of decision.
- Review key components for Kitchen Safety & Sanitation Test through a teacher created review activity.
- Complete teacher created Kitchen Safety & Sanitation Test.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Kitchen Safety & Sanitation Note Sheet
  - Kitchen Safety & Sanitation Crossword Puzzle
  - Unsafe Kitchen Activity
  - Keep or Toss Scenarios
  - Review Activity/Game
- **Summative:**
  - Kitchen Safety & Sanitation Test

**Extensions:**

- Research and report on recent Foodborne Illness outbreaks.
- Create a pamphlet on ways to prevent common kitchen accidents.

**Correctives:**

- Students will be given teacher adapted worksheets.
- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
  1. Kitchen Safety & Sanitation PowerPoint
  2. Kitchen Safety & Sanitation Note sheet
  3. Kitchen Safety & Sanitation Crossword
  4. Unsafe Kitchen Scenarios
  5. Keep or Toss Scenarios
  6. Kitchen Safety & Sanitation Review Game
  7. Kitchen Safety & Sanitation Test

**Unit 2:** Measuring Equipment/ Equivalents/Kitchen Utensils/Component of a Recipe/ Mise en Place **Time Frame:** 10 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Throughout this unit, students will learn how to differentiate between the appropriate use of dry measuring cups, liquid measuring cups, and measuring spoons. Students will learn how to equate equivalents using the universal measuring cup set and measuring spoon set. Students will learn how to dissect information from a recipe by identifying the five components of any recipe. Students will also learn titles of common household kitchen equipment and will be able to describe their proper use. Students will learn how to properly implement “mise en place” within their kitchen environment.

**Goals:**

Students will be able to differentiate between different measuring equipment.
Students will be able to apply concepts described within any provided recipe.
Students will be able to identify and describe the use of common household kitchen equipment.
Students will be able implement mise en place within the kitchen environment.

**Objectives:**

- Students will differentiate between dry measuring cups, measuring spoons, and liquid measuring cups. (DOK 3)
- Students will calculate equivalents using dry measuring cups, measuring spoons, and liquid measuring cups. (DOK 1)
-Students will be able to identify butter measurements and equivalents. (DOK 1)
- Students will identify the five components of a recipe. (DOK 3)
- Students will apply concepts described within a provided recipe. (DOK 4)
- Students will identify common household kitchen equipment. (DOK 3)
- Students will implement proper use of the common household kitchen equipment. (DOK 4)
- Students will implement mise en place within each foods lab experience. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Class discussion identifying measuring equipment and abbreviations.
- Teacher demonstration and review of measuring techniques and equipment.
- Complete teacher created "Measuring Review" worksheet.
- Complete teacher created "Measuring Match-Up" worksheet.
- Complete teacher created "How much Butter" worksheet.
- Teacher instruction on the five components of a recipe.
- Student identify the five components of a recipe on a provided sample recipe.
- Teacher demonstration on the proper way to wash your hands, followed by student practice.
- Read aloud "How to Read a Recipe" published by Bran Food Kitchens 2016.
- Break students into small groups, distribute a recipe to each group and have them complete a teacher created "Recipe Analysis" worksheet.
- Teacher demonstration on how to implement "mise en place" within each foods lab experience, followed by student practice with a provided recipe.
- Working within small groups, students will complete teacher created "Liquid Measuring Lab" worksheet.
- Within small groups, students will prepare an Orange Julius following teacher created instructions.
- Independently, students will complete their mise en place for the teacher created "Measuring Take Home" assignment.
- Review the name and use common household kitchen equipment through a teacher created review activity.
- Complete teacher created Equipment Test.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Measuring Review Worksheet
  - Measuring Match-Up Worksheet
  - How much Butter Worksheet
  - Recipe component identification
  - Recipe Analysis Worksheet
  - Liquid Measuring Lab Worksheet
  - Equipment Review Activity/Game
- **Summative:**
  - Measuring Take Home Assignment
  - Equipment Test

**Extensions:**

- Prepare a new recipe at home- parent must complete a take home lab evaluation form.
- Create an advertisement for a piece of kitchen equipment- highlighting its function or role within the kitchen and identify recipes you would use the piece of equipment to prepare.

**Correctives:**

- Students will be given teacher adapted worksheets.
- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Blog Posts from Alton Brown
  How to Read a Recipe Post - (http://altonbrown.com/how-to-read-a-recipe/),

- Teacher- Created Materials:
  1. Measuring Review Worksheet
  2. Recipe Analysis Worksheet
  3. Liquid Measuring Lab Worksheet
  4. Measuring Take Home Assignment
  5. Utensil Test

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit 3:** Knife Skills **Time Frame:** 3 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn how to properly grip a knife, the identification of at least five different knives, and will learn how to execute five different knife cuts.

**Goals:**

Students will be able to differentiate between at least five different knives.
Students will be able to implement proper grip of a knife.
Students will be able to execute five different knife cuts.

**Objectives:**

- Students will differentiate between at least five different knives. (DOK 3)
- Students will implement the proper grip of a knife. (DOK 4)
- Students will create a sample containing each of the five knife cuts taught. (DOK 4)
- Students will implement mise en place within each foods lab experience. (DOK 4)
- Students will apply concepts described within a provided recipe (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created “Knife Skills” PowerPoint.
- Working in small groups, students will prepare homemade playdough.
- View “How to Hold a Knife” video clip via Youtube.
- Working independently, students will practice gripping the knife properly and cutting with a circular motion.
- Teacher demonstration of each of the five knife cuts.
- Independently, students will practice each knife cut using the provided play dough.
- Independently, students will complete teacher created “Knife Skills” lab, submitting their final cuts for a grade.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies

- **Formative:**
  - Knife Play Dough Practice- Teacher Observation & Intervention

- **Summative:**
  - Knife Skills Foods Lab

**Extensions:**

- Prepare a recipe at home implementing at least three knife cuts demonstrated in class- parent must complete take home assignment evaluation form.

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Video Link from Le Cordon Bleu
  How to hold a knife - (https://www.youtube.com/watch?v=20gwf7YttQM),

- Teacher- Created Materials:
  1. Knife Skills PowerPoint
  2. Knife Skills Lab Evaluation

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit 4:** Vegetables **Time Frame:** 12 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of food-borne illnesses
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn the different types of vegetables and will be able to identify different variations within each category. Students will learn how to select and store fresh vegetables. Students will be taught a variety of cooking methods for preparing vegetables.

**Goals:**

Students will be able to classify vegetables by the eight parts of vegetable plant.
Students will be able to describe storage techniques for different categories of vegetables.
Students will be able to distinguish characteristics of a quality vegetable.
Students will be able to identify recommended daily requirements of vegetables.
Students will be able to execute six different cooking methods for vegetables.

**Objectives:**

- Students will classify vegetables by the eight parts of a vegetable plant. (DOK 2)
- Students will describe storage techniques for each category of vegetable. (DOK 2)
- Students will cite evidence of the ideal characteristics of ripe fresh vegetables. (DOK 3)
- Students will summarize health benefits found in vegetables. (DOK 3)
- Students will recall the daily recommended serving size of vegetables according to ChooseMyPlate. (DOK 1)
- Students will create dishes highlighting six different cooking methods for vegetables. (DOK 4)
- Students will apply concepts described within a provided recipe (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created “Vegetable” PowerPoint.
- Complete corresponding teacher created note packet to “Vegetable” PowerPoint.
- Label and identify the parts of a vegetable plant in teacher created “Vegetable” diagram.

- Complete teacher created Vegetable Crossword puzzle.
- Complete teacher created "Cooking Methods" chart- citing the term, definition, and recipe examples.
- Within small groups, students will execute various recipes highlighting at least four different cooking methods.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Vegetable Note Packet
  - Vegetable Diagram
  - Vegetable Crossword Puzzle
  - Vegetable Cooking Methods Chart
- **Summative:**
  - Multiple Vegetable Foods Lab

**Extensions:**

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
  1. Vegetable PowerPoint
  2. Vegetable Note Sheet
  3. Vegetable Diagram
  4. Vegetable Crossword Puzzle
  5. Cooking Methods Chart
  6. Foods Lab Rubric

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit 5:** Eggs **Time Frame:** 13 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn the anatomy of an egg through observations and experiments within class. Students will learn different cooking methods for eggs as well as how they are an integral part of most recipes.

**Goals:**

Students will be able to identify the six components of an egg structure.
Students will be able to describe how eggs are processed and graded.
Students will be able to describe the nutrients found in eggs.
Students will be able to explain how to safely store eggs.
Students will be able to summarize the functions and roles eggs play within a recipe.
Students will be able to describe how beating affects egg whites.
Students will be able to execute multiple cooking methods for eggs.

**Objectives:**

- Students will identify the six components of an egg structure. (DOK 1)
- Students will describe how to safely store eggs. (DOK 2)
- Students will recall the daily recommended serving size of protein according to ChooseMyPlate. (DOK 1).
- Students will summarize health benefits found within eggs. (DOK 3)
- Students will create dishes demonstrating different cooking methods for eggs. (DOK 4)
- Students will be able to create an Omelet. (DOK 4)
- Students will be able to create and distinguish between the stages of meringue. (DOK 4)
- Students will apply concepts described within a provided recipe. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created “Egg” PowerPoint.
- Complete corresponding teacher created note packet to “Egg” PowerPoint.

- Label and identify the parts of a egg structure in teacher created "Egg" diagram worksheet or a teacher designed hands on classroom activity.
- Complete teacher created Egg Crossword puzzle.
- Within small groups, students will complete a teacher created "Egg Cooking Method" project demonstrating and explaining how each egg cooking method is executed properly.
- Students will complete a teacher created "Meringue Stages" lab activity - highlighting the stages of meringue.
- Students will complete various foods labs to demonstrate various egg cooking methods.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Complete teacher created Egg Unit Test or teacher designed in class project.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Egg Note Packet
  - Egg Diagram
  - Egg Crossword Puzzle
  - Egg Cooking Method Project
  - Meringue Stages Lab Activity
- **Summative:**
  - Various Egg Foods Lab
  - Egg Unit Test or Corresponding Class Project

**Extensions:**

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.
- Teacher created Foods Lab Challenge (i.e. Egg Salad Challenge or Will It Waffle Challenge)

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
  1. Egg PowerPoint
  2. Egg Note Sheet
  3. Egg Diagram
  4. Egg Crossword Puzzle
  5. Egg Cooking Method Project
  6. Meringue Stages Lab Activity
  7. Egg Unit Test or Corresponding Class Project
  8. Foods Lab Rubric

**Unit 6:** Poultry **Time Frame:** 20 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn the four main cuts of poultry, along with nutritional differences between the different cuts of meat. Through direct instruction and lab experiences students will learn how to best select and prepare each cut of poultry and how to implement seven different cooking methods.

**Goals:**

Students will be able to identify at least five forms of poultry.
Students will be able to locate and describe the four main cuts of poultry.
Students will be able to describe how poultry is processed and graded.
Students will be able to describe the nutrients found in poultry.
Students will be able to compare and contrast nutritional benefits in light and dark meat.
Students will be able to explain how to safely handle and store poultry.
Students will be able to identify six different ways to purchase poultry.
Students will be able to summarize terminology found on poultry packaging.
Students will be able to demonstrate multiple cooking methods used for prepare poultry.

**Objectives:**

- Students will identify at least five different forms of poultry. (DOK 1)
- Students will locate and describe the four main cuts of poultry. (DOK 2)
- Students will compare and contrast nutritional benefits found within light and dark meat. (DOK 3)
- Students will identify essential nutrients found within poultry. (DOK 2)
- Students will describe how poultry is processed and graded. (DOK 2)
- Students will apply safe handling and storing techniques for processing and preparing poultry. (DOK 3)
- Students will distinguish between the six different ways to purchase poultry. (DOK 2)
- Students will develop a logical argument behind selecting different forms of poultry. (DOK 4)
- Students will identify if poultry is fully cooked through checking the internal temperature. (DOK 2)
- Students will create dishes demonstrating different cooking methods for poultry. (DOK 4)

- Students will recall the daily recommended serving size of protein according to ChooseMyPlate. (DOK 1).
- Students will apply concepts described within a provided recipe. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created "Poultry" PowerPoint.
- Complete corresponding teacher created note packet to "Poultry" PowerPoint.
- Complete teacher created Poultry Crossword puzzle.
- Students will complete a teacher created Menu Planning Challenge activity.
- Students will create a Poultry Placemat for kids using the teacher created project rubric.
- Students will complete various foods labs to demonstrate the seven poultry cooking methods.
- Students will complete foods lab focused around checking internal temperatures of poultry.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Complete teacher created Poultry Unit Test or teacher designed in class project.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies

- **Formative:**
  - Poultry Note Packet
  - Poultry Crossword Puzzle
  - Menu Challenge Activity
  - Poultry Placemat Project

- **Summative:**
  - Various Poultry Foods Lab
  - Poultry Unit Test or Corresponding Class Project

**Extensions:**

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.
- Teacher created Poultry based dinner (ex. Friendsgiving or FACS Thanksgiving).

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
    1. Poultry PowerPoint
    2. Poultry Note Sheet
    3. Poultry Crossword Puzzle
    4. Menu Planning Challenge
    5. Poultry Placemat Activity
    6. Poultry Unit Test or Corresponding Class Project
    7. Foods Lab Rubric

**Unit 8:** Pasta **Time Frame:** 15 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn about the difference and nutritional benefits of whole grain products compared to refined grain products. Throughout lab experiences, students will learn how to prepare homemade pasta and a variety of sauces. Students will learn the history of pasta and it versatile uses.

**Goals:**

Students will be able to identify at least five forms of grains.
Students will be able to distinguish between whole grains and refined grains.
Students will be able to describe nutritional benefits to whole grain products.
Students will be able to identify different forms of pasta.
Students will be able to prepare homemade pasta.
Students will be able to prepare a variety of pasta sauces.
Students will be able to prepare a roux.
Students will be able to demonstrate preparation techniques and cooking methods for pasta.

**Objectives:**

- Students will compare and contrast nutritional benefits found within whole grains and refined grains. (DOK 3)
- Students will label and identify the three components of a whole grain. (DOK 2)
-Students will list at least five refined grain products and five whole grain products. (DOK 1)
- Students will describe the difference between simple and complex carbohydrates. (DOK 2)
- Students will recall the daily recommended serving size of carbohydrates according to ChooseMyPlate. (DOK 1).
- Students will summarize how to prepare homemade pasta. (DOK 2)
- Students will identify at least eight different forms of pasta. (DOK 1)
- Students will prepare homemade pasta. (DOK 4)
- Students will analyze appropriate sauce choices for pasta. (DOK 4)

- Students will prepare a roux. (DOK 4)
- Students will create dishes demonstrating different preparation and cooking methods for pasta. (DOK4)
- Students will apply concepts described within a provided recipe. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created "Pasta & Grains" PowerPoint.
- Complete corresponding teacher created note packet to "Pasta & Grains" PowerPoint.
- Label and identify the parts of a grain in teacher created "Grain" diagram worksheet or a teacher designed hands on classroom activity.
- Complete teacher created "Identify the Pasta" worksheet.
- Students will prepare homemade pasta using the pasta machines in class.
- Students will complete various foods labs to demonstrate various pasta/grain preparation and cooking methods.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Complete teacher created Pasta Unit Test or teacher designed in class project.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Pasta Note Packet
  - Grain Diagram
  - Identify the Pasta
- **Summative:**
  - Homemade Pasta Activity
  - Various Pasta/Grain Foods Lab
  - Pasta/Grain Unit Test or Corresponding Class Project

**Extensions:**

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.
- Teacher created Foods Lab Challenge (i.e. Mac & Cheese Challenge)

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
    1. Pasta & Grains PowerPoint
    2. Pasta & Grains Note Sheet
    3. Grain Diagram Activity
    4. Identify the Pasta Worksheet
    5. Pasta & Grains Unit Test or Corresponding Class Project
    6. Foods Lab Rubric

**Unit 9:** Cookies **Time Frame:** 10 days

**Standard(s):**
Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

**Anchor(s):**

C.IE.1.1, C.IE.2.1, C.IE.3.1, C.A.2.1, C.A.3.1, A1.1.1.1, A1.1.1.2, A1.1.1.4

**Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

**Essential Questions:**

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?
- Why is it important to follow the recipe order of directions when preparing a recipe?
- How do resources (money, space, equipment, skills, time) need to be managed when planning meals?
- How do various preparation techniques physically and chemically change food?

**Concepts:**

- Emotional, psychological, and physical factors can have an impact on health.
- Food choices maximize personal health and decrease disease and risk factors.
- Food contamination can be caused by biological and chemical agents.

**Competencies:**

- Identify common food fads, diets, addictions, and eating disorders.
- Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.
- Identify diseases and disorders that are affected by diet.
- Identify and explain which foods can be used to decrease risk of chronic disease.
- Describe ways to support friends and family members who have specific dietary needs.
- Identify ways to prevent food contamination.
- Demonstrate safe food handling techniques.
- Research food borne illnesses.
- Demonstrate standard procedures for receiving storage of raw and prepared foods.

- Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients.
- Examine how energy requirements change over the course of the life cycle.
- Compare nutritional needs of individuals throughout the life cycle.
- Explore the connection between physical activity and dietary intake.
- Demonstrate effective use of meal management principles.
- Determine food, equipment, and supplies needed for menus.
- Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- Explore ways to control enzymatic actions in foods.
- Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal.
- Calculate the cost of preparing meals.
- Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality, and safety of foods.

**Overview:**

Students will learn the function of the seven basic baking ingredients and how they impact each and every baked good. Students will use this knowledge to prepare the six different forms of cookies.

**Goals:**

Students will be able to identify the seven basic baking ingredients.
Students will be able to differentiate between the functions of each of the seven basic baking ingredients.
Students will be able to identify the six different forms of cookies.
Students will be able to demonstrate how to properly prepare the six different types of cookies.

**Objectives:**

- Students will be able to identify the seven basic baking ingredients. (DOK 1)
- Students will describe the function of each of the seven basic baking ingredients. (DOK 2)
- Students will identify the six different forms of cookies. (DOK 1)
- Students will prepare the six different types of cookies. (DOK 4)
- Students will compare and contrast healthier alternatives to ingredients within cookie recipes. (DOK 3)
- Students will apply concepts described within a provided recipe. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- View, interact, and discuss teacher created “Cookies” PowerPoint.
- Complete corresponding teacher created note packet to “Cookies” PowerPoint.
- Students will complete the teacher created “Great Ingredient Function Experiment”, comparing the functions of the seven basic baking ingredients.
- Complete the teacher created “Cookie Classification” worksheet.
- Students will complete various foods labs to demonstrate the preparation method for the six varieties of cookies.

- Students will be graded within foods lab using teacher created “Food Lab Rubric”.
- Complete teacher created Cookie Unit Test or teacher designed in class project.

**Assessments:**

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
- **Formative:**
  - Cookies Note Packet
  - Great Ingredient Function Experiment
  - Cookie Classification Worksheet
- **Summative:**
  - Various Cookie Foods Lab
  - Cookie Unit Test or Corresponding Class Project

**Extensions:**

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.
- Cookie Crossword Puzzle or Word Search

**Correctives:**

- Students will be given more time to complete activities and assessments.

**Materials and Resources:**

- Teacher- Created Materials:
  1. Cookie PowerPoint
  2. Cookie Note Sheet
  3. Great Ingredient Function Experiment
  4. Cookie Classification Worksheet
  5. Cookie Unit Test or Corresponding Class Project
  6. Foods Lab Rubric

# APPENDIX

## TO SEE THE STANDARDS PLEASE VIEW WWW.PDESAS.ORG

# Primary Textbook(s) Used for this Course of Instruction

**Name of Textbook:** Food for Today

**Textbook ISBN #:** 978-0-02-1399994-9

**Textbook Publisher & Year of Publication:** McGraw Hill Education 2016

**Curriculum Textbook is utilized in (title of course):**

Intermediate Foods A & Intermediate Foods B