DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Intermediate Foods B

Grade Level: 9-12

Date of Board Approval: ____2018_____

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Intermediate Foods B
Subject Area: Family & Consumer Sciences **Grade(s):** 9-12

Course Description:

This course is a continuation of skills learned during Intermediate Food A. Students will use My Plate as a resource and continue demonstrating their knowledge in food preparation techniques. Units of study will include proteins, red meats, pork; dairy; milk and cheese; and fruits. During this course, students will learn how to choose, prepare, and cook healthy foods from My Plate. Students will compete in various food competitions, in which they will research recipes, plan designs, and work together cooperatively to create a display that will be evaluated by a panel of judges.

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, Measuring, Mise en Place, & Recipe Review
    ii. Knife Skills
    iii. Soups & Stews
    iv. Quick Bread vs. Yeast Bread

- **Goals:**
    i. Review safety and sanitation methods to ensure a clean and safe kitchen environment
    ii. Implement kitchen safety procedures within a lab experience.
    iii. Demonstrating knowledge of proper measuring techniques, abbreviations, and equivalents
    iv. Apply concepts described within a provided recipe
    v. Demonstrate safe knife handling techniques and demonstrate the ability to execute various knife cuts
    vi. Identify preparation techniques and implement various cooking methods within various soups and stew recipes.
    vii. Compare and contrast preparation methods and techniques for quick breads and yeast breads

2. **Marking Period Two:**

- **Overview based on 45 days:**
    i. Dairy
    ii. Beef
    iii. Fruit
    iv. Pies & Pastries

- **Goals:**
    i. Implement preparation techniques and cooking methods to prepare various dairy based recipes
    ii. Identify safe handling and storing techniques for processing and preparing beef
    iii. Implement preparation techniques and cooking methods for Beef based recipes
    iv. Implement knife skills and cooking methods for Fruit based recipes
    v. Implement measuring techniques and cooking methods for baked goods.

Curriculum Plan

Unit 1: Kitchen Safety & Sanitation, Measuring, Choose My Plate, Mise en Place, & Recipe Review **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:

Students will review safety and sanitation methods to ensure a clean and safe kitchen environment, along with reviewing how to handle basic kitchen safety situations. Students will learn how to use the Choose My Plate guide as a reference towards supporting a balanced diet. Students will review how to differentiate between the appropriate use of dry measuring cups, liquid measuring cups, and measuring spoons. Students will review how to dissect information from a recipe by identifying the five components of any recipe. Students will review how to properly implement “mise en place” within their kitchen environment.

Goals:

- Students will be able to implement kitchen safety procedures within a lab experience.
- Students will be able to identify and classify food items into the proper food group according to ChooseMyPlate.gov.
- Students will be able to identify key essential nutrients found within each food group.
- Students will be able to differentiate between measuring equipment.
- Students will be able to implement mise en place with any lab experience.
- Students will be able to apply concepts described within any provided recipe.

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 compare and contrast between sanitary practices and unsanitary practices within a

kitchen environment. (DOK 2)
- Students will illustrate ways to prevent common kitchen accidents. (DOK 3)
- Students will classify food within their diets into the proper food groups. (DOK 1)
- Students will assess their diets for areas of strengths and weaknesses in comparison to the recommended daily intake according to ChooseMyPlate.gov. (DOK 3)
- Students will apply concepts described within a provided recipe. (DOK 4)
- Students will implement mise en place within each foods lab experience. (DOK 4)
- 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 Review" PowerPoint.
- Complete corresponding teacher created review sheet to "Kitchen Safety & Sanitation PowerPoint".
- Students will complete a teacher created "Personal Cleanliness" worksheet- focused on identify sanitary procedures within the kitchen environment.
- Students will complete either a teacher created "Choose My Plate PowerPoint" or teacher created "Choose My Plate Webquest" reviewing the components and nutritional guidelines of each of the five food groups.
- Complete teacher created "Understanding a Recipe" worksheet- reviewing the key components of a recipe.
- Complete teacher created "Mystery Recipe" activity- reviewing how to read a recipe, measurement, communication, and group development.

Assessments:

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

- **Formative:**
  - Kitchen Safety & Sanitation Review Sheet
  - Personal Cleanliness Worksheet
  - Choose My Plate Webquest
  - Understanding a Recipe Worksheet

- **Summative:**
  - Mystery Recipe Activity

Extensions:

- Research and report on recent Foodborne Illness outbreaks.
- Create a pamphlet on ways to prevent common kitchen accidents.
- Kitchen Safety & Sanitation Crossword or Word Search

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 Review Sheet
    3. Personal Cleanliness Worksheet
    4. Choose My Plate PowerPoint / Choose My Plate Webquest
    5. Understanding a Recipe Worksheet
    6. Mystery Recipe Activity

Unit 2: 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 review how to properly grip a knife, the identification of at least five different knives, and will review 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.
- Complete corresponding teacher created note sheet to “Knife Cuts” 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.

- Within small groups, students will complete teacher created “Knife Skills” lab, which will focus on their final knife 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 Note sheet
  3. Knife Skills Lab Directions
  4. Knife Skills Lab Evaluation

DELAWARE VALLEY SCHOOL DISTRICT

Unit 3: Soups & Stews **Time Frame:** 14 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 how to prepare and differentiate between the different varieties of soups. Through their preparation of various soups, students will review essential culinary techniques such as how to prepare a roux, the ingredients of a mirepoix, how to sauté, and the difference between a simmer and a boil. Students will practice implementing cost comparison by comparing prepared soups to homemade soups throughout lab activities.

Goals:

Students will be able to describe the difference between a broth and a stock.
Students will be able to identify the two types of soups.
Students will be able to compare and contrast differences between cream and puree soups.
Students will be able to identify the ingredients within a roux.
Students will be able to prepare a roux.
Students will be able to describe differences between chowders, bisques, and cold soups.
Students will be able to identify ingredients found in a mirepoix.
Students will be able to demonstrate how to sauté.
Students will be able to distinguish the difference between a simmer and a boil.
Students will be able to define reconstitute, condensed, and dehydrate.
Students will be able to analyze the cost to make a homemade soup.
Students will be able to price comparison ingredients within a recipe to a premade version of that food item.
Students will be able to execute various cooking methods to prepare a variety of soups.

Objectives:

- Students will summarize the differences between a stock and a broth. (DOK 2)
- Students will identify the two types of soups. (DOK 1)
- Students will compare and contrast cream and puree soups. (DOK 2)
- Students will apply concepts to prepare a roux. (DOK 4)
- Students will compare and contract chowders, bisques, and cold soups. (DOK 2)
- Students will apply concepts to prepare a mirepoix. (DOK 4)
- Students will demonstrate their ability to sauté. (DOK 2)
- Students will distinguish the difference between a simmer and a boil. (DOK 2)
- Students will define reconstitute, condensed, and dehydrate. (DOK 1)
- Students will apply concepts to compare ingredients from a homemade soup to a premade version of that soup. (DOK 4)
- Students will create soups highlighting the various preparation and cooking methods. (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 "Soup & Casserole" PowerPoint.
- Complete corresponding teacher created note packet to "Soup & Casserole" PowerPoint.
- Complete teacher created Soup & Casserole Crossword puzzle.
- Students will complete a teacher created "Roux" lab activity - highlighting the different types of roux and their purpose.
- Students will complete a teacher created "Soup Cost Comparison" worksheet- focused on the price comparison of a homemade soup to a prepared version of that soup.
- Students will complete a teacher created "Homemade Stock" lab activity- demonstrating how to prepare a homemade stock.
- Within small groups, students will execute various recipes highlighting various knife skills & cooking techniques.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Review key components for Soup & Casserole Test through a teacher created review activity.
- Complete teacher created Soup & Casserole Test.

Assessments:

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
  - Soup/Casserole Review Game

- **Formative:**
  - Soup & Casserole Note Packet
  - Soup & Casserole Crossword Puzzle

        - Soup Cost Comparison

    - **Summative:**
        - Roux Lab Activity
        - Homemade Stock Lab Activity
        - Multiple Soup Foods Lab
        - Soup & Casserole Test

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. Soup & Casserole PowerPoint
    2. Soup & Casserole Note Sheet
    3. Soup & Casserole Crossword Puzzle
    4. Homemade Roux Activity
    5. Soup Cost Comparison
    6. Homemade Stock Activity
    7. Foods Lab Rubric
    8. Soup & Casserole Test

Unit 4: Quick Breads vs. Yeast Breads. **Time Frame:** 23 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 role and function of the seven basic baking ingredients. Using this information, students will compare and contrast quick bread and yeast breads focusing on the difference between basic baking ingredients and preparation methods.

Goals:

Students will be able to identify and describe examples of the seven basic baking ingredients.
Students will be able describe the function of leavening agents.
Students will be able to select appropriate leavening agents for a provided recipe.
Students will be able to identify the components of a grain kernel.
Students will be able to explain the role gluten plays within quick bread and yeast breads.
Students will be able differentiate between the three mixing methods for quick breads.
Students will be able to distinguish between preparation terms- mixing, stirring, kneading, and creaming.
Students will be able to describe how to properly store quick breads and yeast breads.
Students will be able to execute multiple cooking techniques for quick breads and yeast breads.

Objectives:

- Students will identify the seven basic baking ingredients. (DOK 1)
- Students will make observations and construct an understanding for the roles each of the seven basic ingredients serve in a quick bread or yeast bread recipe. (DOK 4)
- Students will apply concepts to properly select the appropriate leavening agent within a recipe. (DOK 4)
-Students will identify & label the components of a grain kernel. (DOK 1)
- Students will investigate the role gluten plays within quick breads and yeast breads. (DOK 3)
- Students will differentiate between the three mixing methods for quick breads. (DOK 3)

- Students will be able to apply concepts through their preparation techniques of quick breads and yeast breads. (DOK 4)
-Students will be able to describe storage techniques of quick breads and yeast breads to ensure an accurate shelf life. (DOK 2)
- Students will create quick breads and yeast breads highlighting the various preparation and cooking methods. (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 "Quick Bread vs. Yeast Bread" PowerPoint.
- Complete corresponding teacher created note packet to "Quick Bread vs. Yeast Bread" PowerPoint.
- Complete teacher created Quick Bread vs. Yeast Bread Crossword puzzle.
- Students will complete a teacher created "What's My Function" lab activity - highlighting the seven different baking ingredients and their role within recipes.
- Students will complete a teacher created "Muffin/Cupcake Leavening Agent Experiment" lab activity- demonstrating the effects of leavening agents within Quick Bread recipes.
- Students will complete a teacher created "Bubble Gum" experiment- relating to the development of gluten within a yeast bread recipe.
- Students will complete a teacher created "Yeast Bread Webquest".
- Within small groups, students will execute various recipes highlighting preparation techniques and mixing methods for quick breads and yeast breads.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Review key components for Quick Bread vs. Yeast Bread Test through a teacher created review activity.
- Complete teacher created Quick Bread vs. Yeast Bread Test.

Assessments:

- **Diagnostic:**
  - Motivating activities and questioning
  - Warm Up Activity
  - Exit Ticket Strategies
  - Bubble Gum Experiment
- **Formative:**
  - Quick Bread vs. Yeast Bread Note Packet
  - Quick Bread vs. Yeast Bread Crossword Puzzle
  - What's My Function Lab Activity
  - Muffin/Cupcake Leavening Agent Experiment
  - Yeast Bread Webquest
- **Summative:**
  - Various Quick Bread/Yeast Bread Foods Lab
  - Quick Bread vs. Yeast Bread Unit Test

Extensions:

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- parent must complete take home assignment evaluation form.
- View Alton Brown- Dr. Strangeloaf Episode from Good Eats focusing on Yeast Breads.
- Teacher created Foods Lab Challenge (i.e. Muffin Wars or Cupcake Wars)

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
    1. Quick Bread vs. Yeast Bread PowerPoint
    2. Quick Bread vs. Yeast Bread Note Sheet
    3. Quick Bread vs. Yeast Bread Crossword Puzzle
    4. What's Your Function Lab Activity
    5. Muffin/Cupcake Leavening Agent Experiment
    6. Bubble Gum Experiment
    7. Yeast Bread Webquest
    8. Quick Bread vs. Yeast Bread Unit Test
    9. Foods Lab Rubric

Unit 5: Dairy **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 the nutritional benefits found within various dairy products. Students will learn how milk is processed, prepared, and graded prior to its arrival at the grocery store. Students will be exposed to the different varieties of milk and milk alternatives. Combining with our milk section, students will learn how cheese is made and four main ingredients necessary to make any type of cheese. Students will have the opportunity to sample cheese for five of the categories of cheese. Students will be exposed to a variety of dairy products and alternatives.

Goals:

Students will be able to identify at least five nutritional benefits found in dairy products.
Students will be able to explain the purpose of pasteurization and how it occurs.
Students will be able to define homogenization.
Students will be able to compare and contrast the types of milk for nutritional differences.
Students will be able to define lactose intolerance.
Students will be able to identify milk alternatives for lactose intolerant individuals.
Students will be able to describe the recommended serving size of Dairy according to ChooseMyPlate.gov.
Students will be able to locate and identify curds and whey.
Students will be able to recite the four ingredients necessary to make cheese.
Students will be able to identify the five categories of cheese.
Students will be able to describe how to safely store dairy products for consumption.
Students will be able to differentiate between scald and scorch.
Students will be able to demonstrate multiple cooking methods used for prepare dairy products.

Objectives:

- Students will identify at least five nutritional benefits found in dairy products. (DOK 1)

- Students will compare and contrast the differences between pasteurization and homogenization. (DOK 3)
- Students will compare and contrast nutritional differences between the different varieties of milk. (DOK 3)
- Students will investigate milk alternatives for individuals who are lactose intolerant. (DOK 3)
- Students will recall the daily recommended serving size of Dairy according to ChooseMyPlate.gov. (DOK 1)
-Students will critique and analyze nutrition facts labels of various drinks to compare sugar and sodium content. (DOK 4)
- Students will be able to locate and identify curd and why in the cheese making process. (DOK 1)
- Students will be able to identify the four ingredients in cheese making and recognize the three components the develop the flavor of cheese. (DOK 2)
- Students will be able to distinguish between the five varieties of cheese based. (DOK 4)
- Students will apply safe handling and storing techniques for processing and preparing dairy products. (DOK 3)
- Students will differentiate between scorched and scalded milk. (DOK 4)
-Students will be able to locate key information on a milk label. (DOK 1)
- Students will create dishes demonstrating different preparation and cooking methods for Dairy. (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 “Dairy” PowerPoint.
- Complete corresponding teacher created note packet to “Dairy” PowerPoint.
- Complete teacher created Dairy Word Search puzzle.
- Students will complete a teacher created “Milk Tasting” lab activity - highlighting the different varieties of milk and milk alternatives while comparing nutritional attributes of each milk.
- Students will complete a teacher created “Rethink Your Drink” sugar comparison activity- implementing practice of reading a nutrition facts label and evaluating the sugar content of various drinks.
- Students will complete a teacher created “Scorch vs. Scald” Pudding lab activity - focusing on the difference between scorch and scald in a milk based recipe.
- Students will complete a teacher created “Cheese Taste Test” lab activity - distinguishing between the five varieties of cheese and comparing costs of each cheese.
- Students will complete various foods labs to demonstrate the dairy cooking & preparation methods.
- Students will be graded within foods lab using teacher created “Food Lab Rubric”.
- Complete teacher created Dairy Unit Test or teacher designed in class project.

Assessments:

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

- **Formative:**
  - Dairy Note Packet
  - Dairy Word Search Puzzle
  - Milk Tasting Lab Activity
  - Rethink Your Drink Activity
  - Scorch vs. Scald Pudding Lab Activity
  - Cheese Taste Test Lab Activity

- **Summative:**
  - Various Dairy Foods Lab
  - Dairy 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.
- Prepare homemade mozzarella cheese as an in-class lab experiment.
- Teacher created Foods Lab Challenge (i.e. Grilled Cheese Challenge or Ice Cream Challenge)

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
  1. Dairy PowerPoint
  2. Dairy Note Sheet
  3. Dairy Word Search Puzzle
  4. Milk Tasting Lab Activity
  5. Rethink Your Drink
  6. Scorch vs. Scald Lab Activity
  7. Cheese Taste Test Lab Activity
  8. Dairy Unit Test or Corresponding Class Project
  9. Foods Lab Rubric

Unit 6: Beef Unit **Time Frame:** 18 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 nine main primal cuts, along with nutritional benefits and components of beef. Through direct instruction and lab experiences students will learn how to best select and prepare each cut of beef and how to implement various cooking methods.

Goals:

Students will be able to locate and describe the nine primal cuts of beef.
Students will be able to describe how beef is raised and processed.
Students will be able to describe the nutrients found within beef.
Students will be able to identify the appropriate serving size according to ChooseMyPlate.gov.
Students will be able to explain how to safely handle and store beef.
Students will be able to identify at least two fabricated cuts from each of the primal regions.
Students will be able to distinguish between suspension muscles and locomotive muscles.
Students will be able to describe the difference between moist cooking methods and dry cooking methods.
Students will be able to compare and contrast seven different cooking methods.
Students will be able to summarize terminology found on beef packaging.
Students will be able to demonstrate multiple cooking methods used for prepare beef.

Objectives:

- Students will locate and identify the nine primal cuts of beef. (DOK 1)
- Students will compare and contrast nutritional benefits the various primal cuts. (DOK 3)
- Students will identify essential nutrients found within beef. (DOK 2)
- Students will describe how beef is processed and graded. (DOK 2)
- Students will apply safe handling and storing techniques for processing and preparing beef. (DOK 3)

- Students will develop a logical argument behind selecting certain fabricated cuts for specific cooking methods. (DOK 4)
- Students will identify the doneness of beef according to its internal temperature. (DOK 2)
- Students will create dishes demonstrating the at least five of the seven different cooking methods for beef. (DOK 4)
- Students will recall the daily recommended serving size of protein according to ChooseMyPlate. (DOK 1).
- Students will be able to identify beef alternatives. (DOK 1)
- Students will interpret information found on beef packaging. (DOK 2)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss teacher created "Beef" PowerPoint.
- Complete corresponding teacher created note packet to "Beef" PowerPoint.
- Complete teacher created Beef Crossword puzzle.
- Students will complete a teacher created "Primal Cuts" activity or worksheet- highlighting their understanding of the nine primal cuts and identify suspension and locomotive muscles.
- Students will work in small groups to complete a teacher created "Beef Cooking Method" project defining the seven cooking methods, identifying whether they are moist or dry cooking methods, and recalling fabricated cuts suggested for this cooking method.
- Students will complete a teacher created "Beef Cooking Method Worksheet" highlighting key information from the Beef Cooking Method Project Presentations.
- Students will complete a teacher created "Beef Cooking Method" quiz defining the seven cooking methods and identifying whether it is a moist cooking method or a dry cooking method.
- Students will complete a teacher created "Burger Lab" activity - focusing on identifying internal temperatures/doneness within beef.
- Students will complete various foods labs to demonstrate the seven beef cooking methods.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Complete teacher created Beef Unit Test or teacher designed in class project.

Assessments:

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

- **Formative:**
    - Beef Note Packet
    - Beef Crossword Puzzle
    - Primal Cuts Activity
    - Beef Cooking Method Worksheet
    - Burger Lab Activity
- **Summative:**
    - Beef Cooking Method Project
    - Beef Cooking Method Quiz
    - Various Beef Foods Lab
    - Beef 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.
- Research beef alternatives and compare nutritional benefits to that of Red Meat.
- Invite a guest speaker in from the Pennsylvania Beef Council to help inform students of how beef is raised, processed, nutritional benefits, and different cooking methods for various cuts.

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
    1. Beef PowerPoint
    2. Beef Note Sheet
    3. Beef Crossword Puzzle
    4. Primal Cuts Activity
    5. Beef Cooking Method Project
    6. Beef Cooking Method Worksheet
    7. Beef Cooking Method Quiz
    8. Burger Lab Activity
    9. Beef Unit Test or Corresponding Class Project
    10. Foods Lab Rubric

Unit 7: Fruits **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:

Students will learn how to classify fruit within the eight categories of fruit. Through various foods lab experiences, students will learn how to select ripe fruit, how to store fruit for a longer shelf life, and how to implement knife skills to prepare fruit-based dishes.

Goals:

Students will be able to identify and classify fruit into the eight categories of fruit based on seed structure, shape, and natural habitat.
Students will be able to recognize qualities of ripe fruit from each of the categories of fruit.
Students will be able to describe the recommended serving size of Fruit according to ChooseMyPlate.gov.
Students will be able to describe the nutritional benefits of fruit.
Students will be able to describe proper storage methods for fruit.
Students will be able to demonstrate knife skills to prepare fruit dishes.

Objectives:

- Students will identify and classify fruit based on the eight categories of fruit. (DOK 2)
- Students will distinguish between ripe and unripe fruit. (DOK 1)
- Students will recall the daily recommended serving size of Dairy according to ChooseMyPlate.gov. (DOK 1)
- Students will compare and contrast nutritional benefits of fresh fruit to processed or packaged fruit. (DOK 3)
- Students will demonstrate knife skills to prepare fruit based dishes. (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 "Fruit" PowerPoint.
- Students will complete a teacher created "Fruit Salad" lab activity - highlighting different knife cuts for a variety of fruits.
- Students will complete various foods labs to demonstrate preparation techniques of various fruits.
- 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:**
  - "Fruit Salad" Lab Activity

- **Summative:**
  - Various Fruit Based 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.
- Complete a class fruit tasting of local and imported fruits.
- Fruit Crossword Puzzle or Word Search

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
  1. Fruit PowerPoint
  2. Fruit Salad Lab Activity
  3. Foods Lab Rubric

Unit 8: Pies & Pastries **Time Frame:** 7 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 the difference between the two types of pie. Labs will be focused on the difference between a pastry crust and crumb crust. Students will learn how to properly prepare each crust and how to select the proper filling for the crust.

Goals:

Students will be able to identify the basic ingredients for a pastry crust.
Students will be able create both a pastry crust and crumb crust.
Students will be able to create a lattice design using a pastry crust.
Students will be able to demonstrate fluting on a pastry crust.
Students will be able to demonstrate how to properly prepare pie fillings and crusts.

Objectives:

- Students will identify and explain the purpose for the four key ingredients in a pastry crust. (DOK 2)
- Students will prepare a pastry crust. (DOK 4)
- Students will prepare a crumb crust. (DOK 4)
- Students will implement a lattice design on a pie. (DOK 4)
- Students will demonstrate fluting on the edge of a pastry crust. (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 “Pies & Pastries” PowerPoint.
- Complete corresponding teacher created worksheet to “Pies & Pastries” PowerPoint.
- Students will complete a teacher created “Pastry Crust” lab activity - highlighting the components of a pastry crust and demonstrating fluting & lattice design.

- Students will complete various foods labs to demonstrate the preparation method for pies including pastry crusts and crumb crusts.
- Students will be graded within foods lab using teacher created "Food Lab Rubric".
- Complete teacher created Pies & Pastries Unit Test or teacher designed in class project.

Assessments:

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

- **Formative:**
  - Pies & Pastries Worksheet
  - Pastry Crust Lab Activity

- **Summative:**
  - Various Pies & Pie Crusts Foods Lab
  - Pies & Pastries 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.
- Pies & Pastries Crossword Puzzle or Word Search

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
  4. Pies & Pastries PowerPoint
  5. Pies & Pastries Worksheet
  6. Pastry Crust Lab Activity
  7. Pies & Pastries Unit Test or Corresponding Class Project
  8. 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