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| **Unit 1. Kitchen Basics Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** Kitchen Basics **De** |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1**.** Basic guidelines for the kitchen safety to prevent common kitchen accidents  2. Proper personal hygiene and food handling to prevent food born illness  3. Basic kitchen designs  4. Proper identification and safe application of various kitchen appliances, equipment, and  tools    **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial , economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking,  collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.B. 3  9.1.12.C. 5  9.1.12.D.1  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem‐solving strategies during structured learning experiences, service learning, or volunteering.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project  Interpret spoken and written communication within the appropriate cultural context.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.5 | Evaluate current advances in technology that apply to a selected occupational career cluster |
| 9.3.12.C.6  9.3.12.C.11 | Develop job readiness skills by participating in structured learning experiences and employment explain health rights related to a particular occupation/career  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9. 4.12. A. 8  9. 4.12. A. 16  9. 4.12. A. 36  9. 4.12. A. 47  9. 4.12. A. 68  9. 4.12. I. 1  9. 4.12. I. 2  9. 4.12. I. 3  9.4.12. I.8  9.4.12. I.11  9.4.12. I.49.  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.74  9.4.12. I.78  .. | Use correct grammar, punctuation, and terminology to write and edit documents.  Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments  Employ teamwork skills to achieve collective goals and use team members’ talents effectively in the classroom and/or worksite  Employ planning and time management skills and tools in the classroom and/or worksite to enhance results and complete work tasks.  Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Evaluate and use information resources to accomplish specific occupational tasks.  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9.4.12. I.(1). 1  9.4.12. I.(1). 3  9.4.12. I.(1). 8 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments. |

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| **Unit Essential Questions:**   * What is a kitchen accident? * What types of objects with sharp edges can cause injuries in the kitchen? * Why should small appliances be turned off as soon as you are through using them? * Why does prevention of fire and burns start with cleanliness? * Name some poisonous chemicals that often found in homes * Why is it important not to panic when an accident happens? * Explain the Safety in the Kitchen * Name two safety rules for using the kitchen range. * What are symptoms of food borne illness? * What is irradiation? * What substances are the main sources of chemical residues? * What happens when a manufacturer learns that a food on the market is unsafe? * What are signs of an effective work triangle? * What is the advantage of universal design? | | **Unit Enduring Understandings:**   * Safe and unsafe kitchen work habits. * Safety procedures and hazards in the kitchen * Ways to make kitchens safe for children and people with physical challenges * Prepare for, and respond to accidents or emergencies in the kitchen * Knowledge of the kitchen safety * A variety of actions and resources that prevent or minimize accidents in the kitchen and adjacent work areas * The basic guideline for the kitchen safety * The importance of being personally responsible for initiating corrective area safety * Following safe, sanitary, standard procedures yields successful results and forms a foundation for future undertakings in the kitchen * Manufacturers’ recommendations for use and care will help appliances work properly and last for a long time * The uses and characteristics of basic kitchen equipment * Common styles of major appliances that are energy efficient * Proper identification and use of tools and equipment for successful product outcome * An energy Guide label. * The role of the Food and Drug Administration (FDA). |
| **Unit Learning Targets**  *Student will be able to*   * Compare safe and unsafe kitchen work habits. * Summarize ways to make kitchens safe for children and people with physical challenges * Explain how to prepare for, and respond to, accidents or emergencies in the kitchen * Demonstrate their knowledge of the kitchen safety * Explain the relationship between microorganisms and food borne illness * Distinguish safe from unsafe food handling practice * Explain storage principles that affect food safety * Explain what conditions encourage the production of toxins and spores | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Safety and Sanitation Test * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Introduction to Modern Foods | 1 | |
| 1. Preventing Kitchen Accidents | 10 | |
| 1. Food Safety & Storage | 10 | |
| 1. Equipping the Kitchen | 4 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Introduction to Modern Foods | | |
| **Timeframe:** 1 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Know each other. * Describe class expectation. | | |
| **Learning Activities/Instructional Strategies:**   * Class Introduction * Ice Breaker Games * Distribute handouts: Letter to Parents\*, Student Emergency Contact Info\*, Discipline Plan\*,   Course Expectations, Class Syllabus, Food Class Contract\*,  Foods Introduction Questionnaire | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Handouts/ Worksheets (use as classwork and/or homework assignment) * Overhead Projector/ VCR DVD Player * Fire Distinguisher | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** Students will be introduced about the Modern Food class. | | |

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| **Lesson Plans** |
| **Lesson Title:** 2. Preventing Kitchen Accidents |
| **Timeframe:** 10 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Compare safe and unsafe kitchen work habits. * Describe a safe kitchen environment * Summarize ways to make kitchens safe for children and people with physical challenges * Explain how to prepare for, and respond to, accidents or emergencies in the kitchen * Demonstrate their knowledge of the kitchen safety |
| **Learning Activities/Instructional Strategies:**   * Demonstrate the use of Fire Extinguisher and Fire Blanket * Classify-3-2-1 3 Things Learn, 2 Ways of Assess, 1 Safety Concern * Do Now Activities * Class Discussion (First Aid Procedure) * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: An Eye On Safety,. Work Habits, Safety in The Kitchen Fact Sheet, Preventing   Kitchen Accidents Packet, Preparing for Safety , An Eye on Safety  How Many Hazards Can You Spot? Safe or Unsafe?, Study Guide,  Safe for All: Kitchen Accommodations, ,   * Lecture Q & A * Chapter Quiz on material covered * Viewing “Kitchen Safety-Smart” “ Safety in the Kitchen” DVD/Video * Lab: Organize the class into small groups * Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo: Heimlich Maneuver * Food Science Lab: Smothering Flames * Demo Lab: : Kitchen Safety * Coop. Learning * Individual Learning * Project: Design **“**Kitchen Safety Posters” * Prepare a Do’s and Don’ts List as a group (Using electric appliances safely in the kitchen and for properly using hazardous household chemicals.) * Safety Test |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online resources: [www.safetyathome.com](http://www.safetyathome.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students will learn and practice safe procedures for working in a kitchen.  They also learn corrective actions to prevent or minimize accidents in the kitchen and the importance of personal responsibility in the accident prevention. |

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| **Lesson Plans** |
| **Lesson Title:** 3. Food Safety & Storage |
| **Timeframe:** 10 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the relationship between microorganisms and food borne illness * Distinguish safe from unsafe food handling practice * Explain storage principles that affect food safety |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Safe Reliance on Your Appliances, Smart Moves For Cooks Concerned About   Safety , Sign of Safety, Can You Pass This Food Safety Quiz?, Safety Test   * Lecture Q & A * Chapter Quiz : Food Sanitation * Viewing “ Food Safety- Smart” , “ Clean Up Your Act-Fighting Household Germs”, “Spoiled Rotten: Food Safety Investigation” DVD/Video * Cookbook Display and Comparison * Kitchen Math: Converting Temperature (work with partner) * Lab: Organize the Class into Small Groups * Lab Preparation and Job Assignment (Small Group Activity) * Demo Lab: Bread Experiment Sampling (Inoculation) * Lab: Utensils Inventory * Food Science Lab: Testing for the Contaminants * Lab: Observe Teacher’s Demo * Lab: Glogerm Experiment * Cooking Labs: Monkey Bread, Pizza Bubble Bread * Coop. Learning * Individual Learning * Project: Create Food Safety Skits, The Great Bread Experiment * Career Pathway: Home Economics |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online resources: [www.fightbac.org](http://www.fightbac.org), [www.foodsafety.gov](http://www.foodsafety.gov) [www.globalissues.org](http://www.globalissues.org)   [www.epa.gov](http://www.epa.gov), [www.cfsan.fda.gov](http://www.cfsan.fda.gov), [www.fda.org](http://www.fda.org), [www.fsis.usda.gov](http://www.fsis.usda.gov) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students learn how to handle and store food to prevent food –borne illnesses |

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| **Lesson Plans** |
| **Lesson Title:** 4. Equipping the Kitchen |
| **Timeframe:** 4 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the use and care of kitchen tools and equipment * Recognize and use correct equipment * Compare different models of ranges, refrigerators, and other appliances |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: The Shape of Efficiency, Kitchen Organization, Measuring Goofs * Food Lab Rotation Tracking Sheet , The Right Tool for the Task * Basic Equipment, Measuring Tools Match * Lecture Q & A * Chapter Quiz * Viewing “Small Appliances , A to Z” “Small Utensils for the Kitchen” “Kitchen Fundamentals   Common Tools &Terms”   * Lab: Organize the class into small groups * Demo Lab: Display the Different Measuring Tools   Electric Appliances (Demonstrate features of small electrical appliances in the foods lab and  discuss proper cleaning and maintenance)   * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Lab: Utensils Inventory & Cleaning * Food Science Lab: Measuring Methods * Cooking Labs: Snikerdoodle Cookies * Coop. Learning * Individual Learning * Project: Preparing State of the Art Tools , Draw Your Dream Kitchen * The Great Bread Experiment * Guest Speaker “Culinary Skills Demo” * Binder Check |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online resources: [www.kitchenemporium.com](http://www.kitchenemporium.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students will develop and practice organizational strategies to produce efficient kitchen work habits. They describe styles and features of small and large kitchen appliances and  practice safe operation and handling of various kitchen appliances. |

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| **Unit 2. Nutrition Basics Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** Nutrition Basics **De** |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary**:1. The role of nutrients in the body and their relationship to health  2. The types of carbohydrates, their sources, and their place in the diet.  3. The roles of proteins, fats, and cholesterol in the body  4. The functions of various vitamins and minerals in the body  5. Water as a nutrient and possible benefits of phytochemicals  **Interdisciplinary Connections:** Language Arts, Mathematics, Science, and Social Studies  **21st Century Themes:** Global Awareness  Financial , economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking,  collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.B. 3  9.1.12.C.5  9.1.12.D.1  9.1.12.D.3  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem‐solving strategies during structured learning experiences, service learning, or volunteering.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Interpret spoken and written communication within the appropriate cultural context.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.4  9.2.12.A.5 | Summarize the financial risks and benefits of entrepreneurship as a career choice.  Evaluate current advances in technology that apply to a selected occupational career cluster |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.3  9.3.12.C.6  9.3.12.C.11 | .  Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Develop personal interests and activities that support declared career goals and plans    Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.4.12.A.1  9.4.12.A. 2  9.4.12.A. 3 | Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. |
| 9.4.12.I.(1). 1  9.4.12.I.(1).3  9.4.12.I.(1).8  9.4.12.I.(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to  ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * What is healthful eating? * What is anemia? What causes it? * What do cells need to function properly? * What is the general label for the series of standards that scientists have developed for assessing nutrient need? * When are Adequate Intakes (AIs) used to assess nutrient needs? * What is the relationship between DRIs and Daily Values (DVs)? * In what part of the body does the chemical part of digestion begin?. * How does peristalsis work? * Where most absorption of nutrients take place? * What substance is the body’s basic fuel? * After they are broken down, how do nutrients reach individual cells? * What happens during oxidation? | | **Unit Enduring Understandings:**   * The impact of nutrients on your body and health * The six major nutrient groups can be obtained by eating a variety of foods daily. * The healthy living requires an individual to act on available information about good nutrition. * The essential concepts about nutrition and diet * The purpose of R.D.A * Plan balanced diets for themselves and others * The digestion, absorption, transportation, and storage of nutrients * The contribution of Dietary Guidelines to good health * Dietary guidelines vary for individuals based on age, activity level, weight, metabolism, and health * The food groups in the Food Pyramid * The nutrient requirements vary from person to person. * Foods must be broken down to make   nutrients available to the body. |
| **Unit Learning Targets**  *Student will be able to*   * Explain the impact of nutrients on your body and health * The USDA food guidelines * Functions, and sources of the six nutrients * Compare simple and complex carbohydrates and relate them to sugars and starches * Summarize the roles of proteins and fats, and cholesterol in the body * Identify vitamins and minerals needed by the body * Explain how the body uses water | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Nutrient at Work | 3 | |
| 1. Carbohydrates | 3 | |
| 1. Proteins & Fats | 3 | |
| 1. Vitamins & Minerals | 3 | |
| 1. Water & Phytochemicals | 3 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Nutrient at Work | | |
| **Timeframe:** 3 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Describe standards and guidelines that provide information about nutrient requirement * Summarize the steps in the digestive process * Discuss the role of metabolism in the body | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Nutrients at Work Vocabulary, Digestive Track at Work   Nutrient Sources and Functions, Human Body Machine   * Lecture Q & A * Chapter Quiz * Viewing “ Winning Sports Nutrition” “ Eating for Life” Video * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Acids in Digestion * Cooking Labs: Healthy Nutritional Snacks * Coop. Learning * Individual Learning * Project: Traveling Diary of Hamburger, All about Food (A-Z) Poster * Career: Nutrition Consultant | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,   [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** Student study the role of nutrients in the body and their relationship to health. | | |

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| **Lesson Plans** |
| **Lesson Title:** 2. Carbohydrates |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain how carbohydrates are made * Identify what type of carbohydrate is provided by different plant foods. * Explain the roles of each type of carbohydrate in the diet |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Carbohydrates Vocabulary, Carbohydrates Study Guide,   Complex Carbos, Carbohydrate Classifieds   * Lecture Q & A * MyPlate Nutrition Bingo * Chapter Quiz * Viewing “ The Carb Controversy- What are the Facts“ Video * Practical Test Lab Prep * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Artificial Sweeteners * Cooking Labs: Easy Baked Tortilla Chips, Orange Julius’, Spinach Dip * Coop. Learning * Individual Learning * Project: All about Food (A-Z) Poster * Career: Chef |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: : [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,   [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** They learn types of carbohydrates, their sources, and their place in the diet. |

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| **Lesson Plans** |
| **Lesson Title:** 3. Proteins & Fats |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe the structure of proteins and fats. * Explain how proteins and fats are digested. * Summarize the roles of proteins, fats, and cholesterol in the body * Compute recommended amounts of proteins and fats based on daily calories |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Protein & Fats Vocabulary, Protein & Fats Study Guide, Low-Fat Favorites,   Fats Fact Find, The Carbohydrates, Fiber, and Proteins You Need   * Lecture Q & A * Chapter Quiz * Viewing “Food and Fat” , “ Childhood Nutrition: Preventing Obesity” Video * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Properties of Gelatin * Cooking Labs: * Coop. Learning * Individual Learning * Project: * Career : Aspect of Industry |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,   [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com), |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** The students learn the roles of proteins, fats, and cholesterol in the body. |

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| **Lesson Plans** |
| **Lesson Title:** 4. Vitamins & Minerals |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Identify vitamins and minerals needed by the body. * Explain the functions of various vitamins and minerals * Suggest good sources for specific vitamins and minerals. * Describe conditions that can result from certain vitamin and mineral deficiencies |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Vitamin and Mineral Sources, Vitamins and Minerals Vocabulary,   Vitamins and Minerals Study Guide, Eat Your Vitamins, Where Are the Minerals?   * Lecture Q & A * Chapter Quiz * Practical Test Lab Prep * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Function of Salt * Cooking Labs: * Coop. Learning * Individual Learning * Career : Aspect of Industry * Individual Learning * Project: Reporting on Anemia * Career Prep: Using Knowledge and Skills |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,   [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** The students will study the functions of various vitamins and minerals in the body. |

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| **Lesson Plans** |
| **Lesson Title:** 5. Water & Phytochemicals |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain how the body uses water. * Suggest ways to increase water intake * Relate specific phytochemicals to their possible benefits and food sources. * Summarize how phytochemicals can be included in the diet |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Mystery Nutrients, Water & Phytochemicals Vocabulary, Phyto Collage   Water & Phytochemicals Study Guide, What is Your Water Intake?,   * Lecture Q & A * Chapter Quiz * Viewing ‘ Video’ * Food Pyramid Bingo * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Water in Foods * Cooking Labs: * Coop. Learning * Individual Learning * Project: Media Center: Conserving Water Research * Career: Preparing for the Work World |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,   [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** The students study water as a nutrient and the possible benefits of phytochemicals**.** |

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| **Unit 3. Health & Wellness Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** Health & Wellness |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1. Different sources of nutritional information, evaluates dietary supplements, and how to  evaluate food information  2. Weight problems and ways to maintain a healthy weight  3. Nutrition as a relates to managing illness  4. Changes in nutritional needs over a lifetime  **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial, economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking,  collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.C.5  9.1.12.D.2  9.1.12.D.3 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Determine the immediate and long‐term effects of cross‐cultural misconceptions or  misunderstandings resulting from past or current international issues or events.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill. |
| 9.1.12.F.1 | Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.3  9.3.12.C.5  9.3.12.C.6  9.3.12.C.7  9.3.12.C.8  9.3.12.C.11 | .  Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Develop personal interests and activities that support declared career goals and plans    Identify transferable skills in career choices and design alternative career plans based on those skills.  Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment,  and/or apply for training grants, higher education grants, and loans).  Interpret how changing economic and societal needs influence employment trends and future education.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.4.12. I.1  9.4.12. I.2  9.4.12. I.3  9.4.12. I.5  9.4.12. I.6  9.4.12. I.8  9.4.12. I.9  9.4.12. I.10  9.4.12. I.11  9.4.12. I.12  9.4.12. I.13  .  9.4.12. I. 25  9.4.12. I. 29  9.4.12 .I.45.  9.4.12. I.47  9.4.12. I.48  9.4.12. I.49.  9.4.12. I.54  9.4.12. I.55  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.70  9.4.12. I.72  9.4.12. I.73  9.4.12. I.74  9.4.12. I.78  .. | Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Apply knowledge of cultures and information from geographical studies to develop products and services for this industry.  Identify effects of the economy on this industry to effectively plan products and services.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication  Locate, organize, and reference written information from various sources to communicate with others  Evaluate and use information resources to accomplish specific occupational tasks.  Use correct grammar, punctuation, and terminology to write and edit documents  Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences  Employ technological tools to expedite workflow.  Operate presentation applications to prepare and deliver presentations  Maintain safe and healthful working conditions and environments in this cluster to promote wellbeing  Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.  Demonstrate knowledge of methods used in this cluster to control hazards and maintain safe environments  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ leadership skills to accomplish goals and objectives.  Employ organizational skills to foster positive working relationships and accomplish organizational goals.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.  Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.  Examine requirements for career advancement to plan for continuing education and training.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9.4.12.I.(1). 1  9.4.12.I.(1).3  9.4.12.I.(1).8  9.4.12.I.(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * What methods can you use to judge the portion size of food? * Why are there so many health problems caused   By poor eating despite all of the available information?   * How could a healthful diet for one person be unhealthy for another? * What kind of information is found on a Nutrition Facts panel? * Why is it important not to rely on dietary supplements to get the nutrients you need? * Describe methods for determining a healthy weight. * What are the risks of dieting until a person is underweight * In what way can body fat percentage be determined?. * What can you do to cope positively with stress? * What are eating disorders considered to be illness? * What might caregivers do when helping children with special needs manage food challenges? | | **Unit Enduring Understandings:**   * The Dietary Guidelines for Americans. * The basic food groups in the USDA Food Guide. * Essential concepts about nutrition and diet * How a balanced diet contributes to physical and mental health * Three basic principles of healthy eating * The high levels of Wellness and the ability to prevent diseases are established when a person is aware of healthy lifestyle pattern * Healthy diets, healthy diets, trendy diets, and the physical and psychological factors contributing to a variety of eating disorders * Guidelines for maintain a healthy weight * The benefits of being active * The characteristics of anorexia and bulimia * The reason the healthy weights vary individual. * Aerobic exercise and anaerobic exercise * Common symptoms of a food allergy * The calorie and nutrient needs are important for teens |
| **Unit Learning Targets**  *Student will be able to…*   * Explain how the Dietary Guidelines for Americans promote good health.. * Describe methods for determining a healthy weight * Describe healthful ways to gain weight * Develop an exercise program for weight loss and physical fitness * Explain the relationship between stress and nutrition * Explain the role of nutrition in recovery from illness or injury * Describe causes, signs, health effects, treatment, and prevention of eating disorders * Describe nutrition needs during pregnancy and lactation * Evaluate food choices for infants and children * Explain nutrition challenges related to special needs * Explain nutrition challenges of adolescence * Describe the nutrient needs of teen athletes * Relate challenges in older adults to their nutrition needs | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Nutrition Guidelines | 2 | |
| 1. Keeping a Healthy Weight | 3 | |
| 1. Health Challenges | 5 | |
| 1. Life-Span Nutrition | 5 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Nutrition Guidelines | | |
| **Timeframe:** 2 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Explain how the dietary guidelines for Americans promote good health.. * Explain hoe MyPyramid and the USDA Food Guide can guide healthful eating * Evaluate the effects of dietary supplements, food myths, advertising, the internet, and nutrition fraud on food and nutrition decisions. | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets : Study Guide, Sorting Fact from Fiction * Lecture Q & A * Chapter Quiz * Viewing :” MyPyramid”, “ Be part of It (FCCLA)”, “The Nutrition Facts Label”, * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Comparing Fat Content * Lab: Nutrition Analysis * MyPlate Nutrition Bingo, The USDA Pyramid Nutritional Needs, Interpret a Food Package Label * Coop. Learning * Individual Learning * Project: “ Checking Up on Nutrients”,” Research : “Food as Medicine”, “General Health Problems Caused   by Poor Nutrition”   * Guest Speaker: * Career Pathway: Food Editor | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.who.int/en](http://www.who.int/en), [www.mypyramid.gov](http://www.mypyramid.gov) [www.cspinet.org](http://www.cspinet.org), [www.healthierus.gov](http://www.healthierus.gov),   [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov), [www.nutrition.gov](http://www.nutrition.gov) [www.healthfinder.gov](http://www.healthfinder.gov),  [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.sugar.org](http://www.sugar.org), | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** This chapter explains how to use the Dietary Guidelines for American, the MyPyramid food groups, and the nutrition facts panels to make sound food choices. It gives advice on evaluating other types of nutrition information, including advertisements and Web sites. | | |
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| **Lesson Plans** |
| **Lesson Title:** 2**.** Keeping a Healthy Weight |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe methods for determining a healthy weight * Develop an exercise program for weight loss and physical fitness * Describe healthful ways to gain weight |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Weight Loss Winners & Losers, “Weight”-ing room * Lecture Q & A * Chapter Quiz * Viewing “ Super Size Me”, “ Super Size Me, Too”,” Fat Like Me: How to Win the Weight War”,   ”Breakfast Because.”, “Obesity in a Bottle”   * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Burning Calories * Lab: Calculating BMI * Coop. Learning * Individual Learning * Project: “Calculating Calories”, “Eating and Emotion” , “ One Week Food Journal” * Career Pathway: Fitness Consultant |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.healthierus.gov](http://www.healthierus.gov), [www.healthfinder.gov](http://www.healthfinder.gov)   [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,  [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This Chapter outlines different ways to determine a healthy weight, and gives advice on losing, gaining, and maintaining weight through healthful eating and exercise. The students identify the factors necessary to maintain healthy weight |
| **Lesson Plans** |
| **Lesson Title:** 3. Health Challenges |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the relationship between stress and nutrition * Explain the role of nutrition in recovery from illness or injury * Describe causes, signs, health effects, treatment, and prevention of eating disorders |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, A Morning with the Carlson Family, Hot Line for Health * Lecture Q & A * Chapter Quiz * Viewing “ Eating Disorders” Video’ * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Comparing Antacids * Coop. Learning * Individual Learning * Project: Eating Disorders and Culture * Career Prep: FCCLA Opportunities |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org), [www.ndep.nih.gov](http://www.ndep.nih.gov), [www.ncahf.org](http://www.ncahf.org), [www.anad.org](http://www.anad.org)   [www.niddk.nih.gov](http://www.niddk.nih.gov), [www.cc.nih.gov](http://www.cc.nih.gov) [www.hedc.org](http://www.hedc.org)  [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov) ,  [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),  [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** The student study the role of nutrition in managing stress, illness, and chronic health problems, also the effects and causes of eating disorders. |

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| **Lesson Plans** |
| **Lesson Title:** 4. Life-Span Nutrition |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe nutrition needs during pregnancy and lactation * Evaluate food choices for infants and children * Explain nutrition challenges related to special needs * Explain nutrition challenges of adolescence * Describe the nutrient needs of teen athletes * Relate challenges in older adults to their nutrition needs |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Eating Throughout the life Span * Lecture Q & A * Chapter Quiz * Viewing “ Winning Sports Nutrition”, “Childhood Nutrition: Preventing Obesity” Video * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Adding Milk Protein and Calcium * Cooking Labs: Pancakes * Coop. Learning * Individual Learning * Projects: Athletes and Eating Disorders, Folate and Neural Tube Defects, Food Craving,   Establish Three Personal Goals to Improve Their Nutrition   * Career Prep: Interests and Aptitudes |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources; [www.teenshealth.org/teen/food\_fitness](http://www.teenshealth.org/teen/food_fitness), [www.teenshealth.org](http://www.teenshealth.org), [www.fitness.gov](http://www.fitness.gov).   [www.cspinet.org](http://www.cspinet.org), [www.fns.usda.gov/eat](http://www.fns.usda.gov/eat), [www.cnpp.usda.gov](http://www.cnpp.usda.gov), [www.kraftrecipes.com](http://www.kraftrecipes.com)  [www.choosemyplate.gov](http://www.choosemyplate.gov),[www.choosemyplate,gov/food-groups](http://www.choosemyplate,gov/food-groups), [www.nutrition.gov](http://www.nutrition.gov)  [www.acsm.org](http://www.acsm.org), [www.americamheart.org](http://www.americamheart.org), [www.eatright.org](http://www.eatright.org), [www.cancer.org](http://www.cancer.org)  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)    [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter explains how physical changes affect nutrient needs over a person’s lifetime, from the prenatal period through infancy and childhood to older adulthood, also children with special needs and teen athletes. |

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| **Unit 4. The Art of Baking Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** The Art of Baking **Dec**  **Food Decisions** |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1. Key baking ingredients and baking process  2. Mixing and baking techniques used in quick breads and yeast breads.  3. Baking cakes and cookies and making candies  4. Preparing pie crust, pie and tarts  **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial, economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.C.5  9.1.12.D.3  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.4  9.2.12.A.5 | Summarize the financial risks and benefits of entrepreneurship as a career choice.  Evaluate current advances in technology that apply to a selected occupational career cluster |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.5  9.3.12.C.6  9.3.12.C.7  9.3.12.C.8  9.3.12.C.11 | Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Identify transferable skills in career choices and design alternative career plans based on those skills.  Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).  Interpret how changing economic and societal needs influence employment trends and future education.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.4. 12. A. 1  9.4. 12. A. 2  9.4. 12. A. 3  9. 4.12. A. 4  9. 4.12. A. 11  9. 4.12. A. 28  9. 4.12. A. 36  9. 4.12. A. 47  9.4.12. I.1  9.4.12. I.2  9.4.12. I.3  9.4.12. I.6  9.4.12. I.8  9.4.12. I.9  9.4.12. I.10  9.4.12. I.11  9.4.12. I.12  9.4.12. I.13  .  9.4.12. I. 25  9.4.12. I. 29  .  9.4.12. I.39  9.4.12. I. 45  9.4.12. I.47  9.4.12. I.48  9.4.12. I.49.  9.4.12. I.54  9.4.12. I.55  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.70  9.4.12. I.72  9.4.12. I.73  9.4.12. I.74  9.4.12. I.78 | Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary and career education opportunities  Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary and career education opportunities  Demonstrate science knowledge and skills required to pursue the full-range of postsecondary and career education opportunities.    Select and employ appropriate reading and communication strategies to learn and  technical concepts and vocabulary in practice  *Apply active listening skills to obtain and clarify information.*  Employ collaborative/groupware applications to facilitate group work.  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments  Employ teamwork skills to achieve collective goals and use team members’ talents effectively in the classroom and/or worksite  Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Identify effects of the economy on this industry to effectively plan products and services.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication  Locate, organize, and reference written information from various sources to communicate with others  Evaluate and use information resources to accomplish specific occupational tasks.  Use correct grammar, punctuation, and terminology to write and edit documents  Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences  Employ technological tools to expedite workflow.  Operate presentation applications to prepare and deliver presentations  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe  Maintain safe and healthful working conditions and environments in this cluster to promote wellbeing  Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.  Demonstrate knowledge of methods used in this cluster to control hazards and maintain safe environments  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ leadership skills to accomplish goals and objectives.  Employ organizational skills to foster positive working relationships and accomplish organizational goals.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.  Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.  Examine requirements for career advancement to plan for continuing education and training.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9.4.12.I.(1). 1  9.4.12.I.(1).3  9.4.12.I.(1).8  9.4.12.I.(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * What ingredients are used in baking? * What liquids are used in baking? * What is main difference between the types of flour? * Which leavening agents release carbon dioxide gas? * What is preheating the oven? * What is disadvantage of cooking spray? * What types of objects with sharp edges can cause injuries in the kitchen? * What are the mixing methods of quick breads? * How are drop biscuits different from rolled biscuits? * Why is he pan size important in baking? * Describe and demonstrate how to make quick and yeast breads. | | **Unit Enduring Understandings:**   * Proper food choices and food preparation techniques will help in preparing healthy meals * The importance of proper and safe kitchen equipment and utensils * Basic techniques of the baking process * The effects of different baking ingredients * Several additions to quick breads that increase the nutrition value * The necessity of leavening agents in baked goods * The function of leavening agent * The roles of fats in baking * Yeast leavens bread through a chemical process * The process and delivery of quality cooked and baked products. |
| **Unit Learning Targets**  *Student will be able to*   * Describe basic baking Ingredients. * Explain the effects of different baking ingredients. * Demonstrate safe and correct methods for a variety of cooking terms and utensils * Explain the difference between quick and yeast breads. * Suggest ways to lower fat and sugar in recipes for baked goods * Describe and demonstrate how to make quick and yeast breads * Describe different types of cakes, cookies, and candies. * Compare methods for mixing cake batters * Demonstrate how to make a pastry crust and pie. * Explain techniques for baking pies and tarts successfully | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title** | **Timeframe (hours/days)** | |
| 1. Baking Basics | 10 | |
| 1. Quick & Yeast Breads | 15 | |
| 1. Cakes, Cookies & Candies | 10 | |
| 1. Pies & Tarts | 10 | |
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| **SHIP SCHOOL DISTRICT** | | |
| **Lesson Plans** | | |
| **Lesson Title:** 1. Baking Basics | | |
| **Timeframe:** 10 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Describe basic baking ingredients * Explain the effects of different baking ingredients * Explain how to choose and store baking ingredients * Suggest ways to lower fat and sugar in recipes for baked goods * Describe and demonstrate basic techniques that are part of the baking process | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Cooking Terms, Quick Bread Alert, Measuring Equivalents Chart   Measuring and Abbreviations. Better Baking   * Lecture Q & A * Chapter Quiz * Viewing “ Baking Basics: Quick Breads” , “”Baking Basics: Yeast Breads” Video’ * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Leavening Actions * Cooking Labs: Baking Powder Biscuits, Red Lobster Cheese Biscuits, Fresh Lemonade * Coop. Learning * Individual Learning * Project: Sugar Substitutes * Career Prep: Anger Management | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), www.marhastewart.com   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com),  [,](http://www.marhastewart.com,       )  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com) | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes**: Students will learn all ingredients used in baking, such as different types of flour, leavening agents, fat, and sweeteners. They also continue to practice basic baking techniques, and practice kitchen safety and food sanitation. **SHIP** | | |
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| **Lesson Plans** |
| **Lesson Title: 2. Quick and Yeast Breads** |
| **Timeframe:** 15 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the effects of different baking ingredients * Identify ingredients that sweeten baked products * Suggest several additions to quick breads that increase the nutrition value * Describe various types of yeast breads * List principles of preparing breads containing yeast as the leavening agent * Identify ways to simplify bread making * Evaluate the taste, texture, and appearance of yeast breads |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Quick Bread Word Search, Quick Breads Packet, Yeast Word Search,   Perfect Pizza Dough, Pretzel Lab Questions, Yeast Bread Quiz  Quick Breads, Baking Powder Biscuit Demonstration Worksheet   * Lecture Q & A * Chapter Quiz * Viewing : “Baking Basics: Quick Breads”, “Baking Basics: Yeast Breads” , “Just the Facts-Yeast Breads” * Reading Recipe Directions * Lab: Organize the class into small groups * Lab Preparation and Job Assignment (Small Group Activity) * Food Science Lab: leavening Action in Yeast * Cooking Labs Quick Breads: Mini Doughnut Cupcakes, Pancakes, Apple Crumb Coffee Cake,   Pumpkin Breads, Corn Breads, Blueberry Strudel Muffins,  Yeast Breads: Pizza Dough, Pizza , Pretzels   * Coop. Learning * Individual Learning * Projects: Research Standard Yeast Bread Typical of a Particular Culture,   Special Occasion Party Planning, Halloween Finger Foods   * Career Prep: Problem Solving |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), www.marhastewart.com   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com),  [,](http://www.marhastewart.com,       )  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes**: Through this chapter, student will prepare quick breads using muffin methods or biscuit method. Also they will prepare yeast breads by mix the dough, knead it, let it rise, shape the loaf, and  bake. |

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| **Lesson Plans** |
| **Lesson Title:** 3. Cake, Cookies, & Candies |
| **Timeframe:** 10 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe different types of cake, cookies, and candies. * Describe and demonstrate how to make cakes, cookies, and candies * Compare methods for mixing cake batters * List and give examples of six types of cookies * Categorize cookie recipes based on recipe direction * Explain the impact of temperature and crystallization of in candy making |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: The ABC’s of Cookie Making, Baker’s Secret, Cookie Clues,   How to Make Perfect Cookies, Cookies Packet   * Lecture Q & A * Chapter Quiz * Viewing “Baking Basics: Cookies” “ Candy Making Easy as 1-2-3” Video * Kitchen Math: Converting Temperature (Work with Partner) * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Properties of Chocolate * Cooking Labs: Pineapple Upside Down Cake, Christmas Cookies (Gingerbread Cookies, Sugar Cookies   Italian Ricotta Cheese Cookies, Mexican Wedding Cookies, Oatmeal Raisin Cookies),  Fruit Jelly, Fudge, Crunch Brittle, Chocolate Clusters, Truffles, Brownies   * Lab: End of Year Cleaning * Coop. Learning * Individual Learning * Projects: Holiday Cakes & Cookies, Create Cookbook, Class Christmas Party (Potluck Party) * Career Pathways: Food Photographer |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com),  [,](http://www.marhastewart.com,       )  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes**: Students learn how to make shortened cakes, foam cakes and decorate cakes.  Also they learn 6 different types of cookies and the principles of candy making through the practice. |

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| **Lesson Plans** |
| **Lesson Title:** 4. Pies & Tarts |
| **Timeframe:** 10 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe various pies and tarts * Demonstrate how to make a pastry crust and pie * Explain techniques for baking pies and tars successfully |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Pie Pastry, Easy Fruit Pies, About Pies and Pastry, Pastry Edges,. Two- Crust Pie Tops * Lecture Q & A * Chapter Quiz * Viewing “ Baking Basics: Pies” “History of American Cuisine” DVD * Kitchen Math: Converting Temperature (work with partner * Lab: Organize the class into small groups * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Lab: Utensils Inventory * Food Science Lab: Fats in Piecrusts * Cooking Labs: Pie Crust, Preparing Pies Filling, Pies (Apple, Blueberry, Sweet Potato, Pumpkin, Cherry),   Tarts   * Coop. Learning * Individual Learning * Projects: Preparing a Family’s Traditional Thanksgiving Dinner Side Dish with Recipe (extra credit)   Introduction Annual Thanksgiving Dinner Lab.  Annual Thanksgiving Dinner Lab  (Menu Selection and Review, Material Order, Work Plan, Invitation and Decoration)   * Career Prep: Ethics on the Job |
| **Equipment/Resources Needed:**   * Textbook : Food for Today : Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com),  [,](http://www.marhastewart.com,       )  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes**: Through this chapter, students will learn how to prepare basic pie dough, different pie crusts, and pie fillings. They also prepare turnovers and tarts using different ingredient. |

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| **Unit 5. The Art of Cooking Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** The Art of Cooking  **De** |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1. Using recipes, including using weight and measures and changing recipes.  2. Preparation techniques, including measuring ingredients, cutting foods, and mixing  Ingredients  3. Various cooking methods, including moist-heat cooking, cooking in fat, dry-heat cooking,  and microwave cooking.  4. Develop a work plan and work as part of a team when preparing meals.    **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial, economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking,  collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.B. 3  9.1.12.C.5  9.1.12.D.1  9.1.12.D.2  9.1.12.D.3  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem‐solving strategies during structured learning experiences, service learning, or volunteering.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Interpret spoken and written communication within the appropriate cultural context.  Determine the immediate and long‐term effects of cross‐cultural misconceptions or  misunderstandings resulting from past or current international issues or events.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.4  9.2.12.A.5 | Summarize the financial risks and benefits of entrepreneurship as a career choice.  Evaluate current advances in technology that apply to a selected occupational career cluster. |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.3  9.3.12.C.5  9.3.12.C.6  9.3.12.C.7  9.3.12.C.8  9.3.12.C.11 | .  Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Develop personal interests and activities that support declared career goals and plans    Identify transferable skills in career choices and design alternative career plans based on those skills.  Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).  Interpret how changing economic and societal needs influence employment trends and future education.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.4.12. I.1  9.4.12. I.2  9.4.12. I.3  9.4.12. I.5  9.4.12. I.6  9.4.12. I.8  9.4.12. I.9  9.4.12. I.10  9.4.12. I.11  .  9.4.12. I.12  9.4.12. I.13  9.4.12. I.14  9.4.12. I.19  9.4.12. I. 25  9.4.12. I. 29  9.4.12. I. 39  9.4.12. I. 41  9.4.12 .I.45.  9.4.12. I.47  9.4.12. I.48  9.4.12. I.49.  9.4.12. I.54  9.4.12. I.55  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.70  9.4.12. I.72  9.4.12. I.73  9.4.12. I.74  9.4.12. I.78 | Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Apply knowledge of cultures and information from geographical studies to develop products and services for this industry.  Identify effects of the economy on this industry to effectively plan products and services.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication  Locate, organize, and reference written information from various sources to communicate with others  Evaluate and use information resources to accomplish specific occupational tasks.  Use correct grammar, punctuation, and terminology to write and edit documents  Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences  Interpret verbal and nonverbal cues/behaviors to enhance communication.  Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.  Employ technological tools to expedite workflow.  Operate presentation applications to prepare and deliver presentations  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe  Identify emergency procedures that are necessary to provide aid in workplace accidents.  Maintain safe and healthful working conditions and environments in this cluster to promote wellbeing  Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.  Demonstrate knowledge of methods used in this cluster to control hazards and maintain safe environments  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ leadership skills to accomplish goals and objectives.  Employ organizational skills to foster positive working relationships and accomplish organizational goals.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.  Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.  Examine requirements for career advancement to plan for continuing education and training.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9.4.12.I.(1). 1  9.4.12.I.(1).3  9.4.12.I.(1).8  9.4.12.I.(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * What is a recipe? * Estimate the cost of a recipe. * What is the basis of the metric system? * Write a recipe for a snack in correct form. Include ingredients, measures and directions * What might cause a recipe to look and taste different each time it’s prepared? * What general guidelines should be followed when cutting foods? * Describe how chopping, mincing, cubing, and dicing differ. * What do basting, brushing, and glazing have in common? * What happens when heat is added to food for cooking? * What is moist-heat cooking, and how is it used in cooking? * What are the benefits of pressure cooking? * What is a work plan? | | **Unit Enduring Understandings:**   * The difference between volume and weight measurements * The correct method for measuring liquids and dry ingredients * Change a recipe from customary to metric system * Demonstrate cutting safely with knives, measuring dry and liquid ingredients; measuring solid fats; measuring by weight; methods for cutting foods; mixing methods and coating techniques * How a microwave oven cooks food. * Compare deep-fat frying and stir-frying * List the five steps included in a work plan * The dovetailing task * The importance of teamwork in the school foods lab. * The benefits of using teamwork to prepare foods home. |
| **Unit Learning Targets**  *Student will be able to*   * Understand recipe terms, abbreviations, forms of recipes and the five essential parts of a recipe * Give guidelines for evaluating and collecting recipes * Evaluate the clarity and completeness of a recipe * Compare different units and systems of measurement used in recipes * Explain how and why a recipe might be modified * Demonstrate different ways to mix foods * Demonstrate correct methods of measuring ingredients: dry, liquid, shortenings, piece foods, flavorings and leavening agents * Choose and use appropriate tools and methods for measuring different types of food. * Demonstrate safe and efficient cutting techniques. * Compare different heat transfer processes.. * Describe how different cooking methods affect food quality and nutrition * Explain how to create a timetable and a work plan * Develop a work plan for preparing a meal * Point out ways to improve efficiency when carrying out food preparation tasks. * Explain how teamwork skills can help people work more efficiently in the foods lab and the home kitchen | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Using Recipes | 5 | |
| 1. Preparation Techniques | 5 | |
| 1. Cooking Methods | 5 | |
| 1. Developing a Work Plan | 5 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Using Recipes | | |
| **Timeframe:** 5 (hours/days) | | |
| **Goals/Objectives:** Student will be able to   * Understand recipe terms, abbreviations, forms of recipes and the five essential parts of a recipe * Give guidelines for evaluating and collecting recipes * Evaluate the clarity and completeness of a recipe * Compare different units and systems of measurement used in recipes * Explain how and why a recipe might be modified | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Following Directions, Reading a Recipe, Getting Ready to Cook, Recipe Styles,   Measuring Tools Match, Measuring Goofs, Study Guide, Changing Recipes,  High-Altitude Cooking & Baking, The Functions of Ingredients,  Understanding a Recipes   * Lecture Q & A * Chapter Quiz * Viewing “ Kitchen Math” Video * Reading Recipe Directions * Cookbook Display and Comparison * Kitchen Math: Converting Temperature (work with partner) * Lab: Organize the class into small groups * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Utensils Inventory * Food Science Lab: Measuring Methods * Lab: Observe Teacher’s Demo * Cooking Labs: Monkey Bread   Snikerdoodle Cookies  Pizza Bubble Bread   * Coop. Learning * Individual Learning * Project: Recipe Collections   Practice Converting the U.S. Measurement System to the Metric System in pairs  Write a recipe for a snack in correct form (Include ingredients, measures and directions   * Career Prep: Applying for a Job | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR, DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Large Kitchen Appliances: Electric Stoves/ Ranges/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com),  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com), | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** Students learn about the essential parts of a well-written recipe, t using weights and measures properly, and converting between different systems of measurement. They also learn how to modify recipes by changing the yield or substituting ingredients. | | |
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| **Lesson Plans** |
| **Lesson Title:** 2. Preparation Techniques |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:**   * Choose and use appropriate tools and methods for measuring different types of food. * Demonstrate safe and efficient cutting techniques. * Demonstrate different methods and ingredients for coating foods * Explain the purpose of specialized techniques |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Measuring Up, Mixing It Up, How To Measure,   Measuring and Abbreviations, The Functions of Ingredients,  Emergency Substitutions, Measuring Equivalents Chart,  Understanding a Recipes, Getting Ready to Cook”   * Lecture Q & A * Chapter Quiz * Viewing “Food Preparation Skills and Technique Series : Basic Kitchen Hand Tools “   “Food Preparation Skills and Technique Series: Using Basic Power Tools”  “ Reading Recipe Directions”   * Cookbook Display and Comparison * Kitchen Math: Converting Temperature (work with partner) * Lab: Organize the class into small groups * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Review the Safety Guidelines * Food Science Lab: Measuring Techniques * Lab: Observe Teacher’s Demo * Cooking Labs: * Coop. Learning * Individual Learning * Project: Practice Converting the U.S. Measurement System to the Metric System in pairs |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com),  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) , |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students learn how to measure liquids and dry ingredients using different measuring utensils.  They also learn and practice various different cutting, mixing, coating techniques with different food groups. |

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| **Lesson Plans** |
| **Lesson Title:** 3. Cooking Methods |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:**   * Compare different heat transfer processes.. * Describe how different cooking methods affect food quality and nutrition * Explain how foods can be cooked successfully by various methods |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Microwave Mishaps, What’s Cooking? * Lecture Q & A * Chapter Quiz * Viewing “ Food Preparation Skills and Technique Series” Video   “ Zap It : What You Don’t Know about Microwaves.”  “ Bringing It to a Boil”  “ Cooking and Baking Methods : You Mean there’s a Difference”‘  ‘Turning Up the Heat: Basic Dry Cooking Methods”   * Lab: Organize the class into small groups * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Review the Safety Guidelines * Food Science Lab: Browning Foods * Lab: Observe Teacher’s Demo * Cooking Labs: Moist-Heat Cooking   Cooking in Fat  Dry-Heat Cooking  Microwave Cooking  Cooking in the Bags   * Coop. Learning * Individual Learning * Project: Comparing Cooking Methods   Writing “Barbecue Safety”   * Career Pathways: Radio Show Host |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com),  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com), |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students learn three main ways to cook food, such as conduction, convection and radiation. also how the heat affects the food. They also compare moist-heat cooking, dry-heat cooking and microwave cooking by preparing different dishes. |

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| **Lesson Plans** |
| **Lesson Title:** 4. Developing a Work Plan |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:**   * Explain how to create a timetable and a work plan.. * Develop a work plan for preparing a meal * .Point out ways to improve efficiency when carrying out food preparation tasks. * Explain how teamwork skills can help people work more efficiently in the foods lab and the home kitchen |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Go Team, Go * Lecture Q & A * Chapter Quiz * Viewing “Food Preparation Skills and Technique Series” Video * “Timing and Organization in Food Preparation”   “Meal Planning and management”  “Tablescapes: Setting the Table”  “The Table Manner Murders”   * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Lab: Review the Safety Guidelines * Food Science Lab: Surface Area and Cooking Rate * Cooking Labs: Thanksgiving Dinner Lab * Coop. Learning * Individual Learning * Project: Family Thanksgiving Dinner Menu, Create a Week Meal Plan for Family of Four * Career Prep: Dressing for Work |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.americanbakers.org](http://www.americanbakers.org), [www.baking911.com](http://www.baking911.com), [www.marhastewart.com](http://www.marhastewart.com)   [www.chocolateusa.org](http://www.chocolateusa.org), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)  [www.joyofbaking.com](http://www.joyofbaking.com), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com),  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.kidshealth.org](http://www.kidshealth.org) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students learn the importance of a work plan and teamwork in meal and food preparation, both in the school food lab and in the home kitchen. |

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| **Unit 6. Food Preparation Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** Food Preparation |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1. The classifications of different types of foods (Fruits, Vegetables, Grain Products, Legumes,  Nuts & Seeds, Dairy Foods, Eggs, Meats, Poultry, Fish & Shellfish, and Beverages)  2. Discuss on proper cooking methods and their nutritional value  3. Working in the food laboratory, preparing a variety of different dishes.  **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial, economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.B. 3  9.1.12.C.5  9.1.12.D.1  9.1.12.D.2  9.1.12.D.3  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem‐solving strategies during structured learning experiences, service learning, or volunteering.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Interpret spoken and written communication within the appropriate cultural context.  Determine the immediate and long‐term effects of cross‐cultural misconceptions or  misunderstandings resulting from past or current international issues or events.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.4  9.2.12.A.5 | Summarize the financial risks and benefits of entrepreneurship as a career choice.  Evaluate current advances in technology that apply to a selected occupational career cluster |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.3  9.3.12.C.5  9.3.12.C.6  9.3.12.C.7  9.3.12.C.8  9.3.12.C.11 | Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Develop personal interests and activities that support declared career goals and plans    Identify transferable skills in career choices and design alternative career plans based on those skills.  Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).  Interpret how changing economic and societal needs influence employment trends and future education.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9. 4. 12. A. 3  9. 4. 12. A. 4  9. 4. 12. A. 11  9. 4. 12. A. 12  9. 4. 12. A. 16  9. 4. 12. A. 28  9. 4. 12. A. 33  9. 4. 12. A. 36  9. 4. 12. A. 38  9. 4. 12. A. 47  9.4.12. I.1  9.4.12. I.2  9.4.12. I.3  9.4.12. I.5  9.4.12. I.6  9.4.12. I.8  9.4.12. I.9  9.4.12. I.10  9.4.12. I.11  9.4.12. I.12  9.4.12. I.13  .  9.4.12. I. 25  9.4.12. I. 29  .  9.4.12. I.39  9.4.12 .I.45.  9.4.12. I.47  9.4.12. I.48  9.4.12. I.49.  9.4.12. I.54  9.4.12. I.55  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.70  9.4.12. I.72  9.4.12. I.73  9.4.12. I.74  9.4.12. I.78 | Demonstrate science knowledge and skills required to pursue the full-range of postsecondary and career education opportunities.  Select and employ appropriate reading and communication strategies to learn and  technical concepts and vocabulary in practice  Apply active listening skills to obtain and clarify information.  Develop and interpret tables, charts, and figures to support written and oral communications  Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).  Employ collaborative/groupware applications to facilitate group work.  Employ computer operations applications to manage tasks.  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments  Identify emergency procedures as necessary to provide aid in workplace accidents.  Employ collaborative/groupware applications to facilitate group work.  Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Apply knowledge of cultures and information from geographical studies to develop products and services for this industry.  Identify effects of the economy on this industry to effectively plan products and services.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication  Locate, organize, and reference written information from various sources to communicate with others  Evaluate and use information resources to accomplish specific occupational tasks.  Use correct grammar, punctuation, and terminology to write and edit documents  Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences  Employ technological tools to expedite workflow.  Operate presentation applications to prepare and deliver presentations  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe  Maintain safe and healthful working conditions and environments in this cluster to promote wellbeing  Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.  Demonstrate knowledge of methods used in this cluster to control hazards and maintain safe environments  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ leadership skills to accomplish goals and objectives.  Employ organizational skills to foster positive working relationships and accomplish organizational goals.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.  Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.  Examine requirements for career advancement to plan for continuing education and training.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9. 4.12. I. (1). 1  9. 4.12. I. (1). 3  9. 4.12. I. (1). 8  9. 4.12. I .(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * What six categories distinguish different fruits? * What is the proper method of selecting and storing fresh fruit? * Why are fruits nutritious? * What would you look for when evaluating fresh fruits for purchases? * What makes vegetables a healthful part of an eating plan? * Describe sea vegetables and their nutritional value. * How should potatoes and onions be stored, and why? * How and why should vegetables be washed? * What changes occur in vegetables when cooked and overcooked? * Compare white, brown, converted, and instant rice. * How so legumes and grains work together nutritionally? * Describe two methods for presoaking beans. * What is tofu? * What nutrients do dairy foods provide? * Why must raw milk be pasteurized before it’s sold? * What is difference between fresh and ripened cheeses? * Why do some people prefer to use dairy substitutes? * What advice would you give to consumer who is considering dairy foods for purchases? * What happens when egg protein is overcooked? * What is the danger in eating soft-cooked eggs? * What are variety meats? * Describe three ways that meats are processed. * How does meat change when cooked? * Why is poultry often chosen for meals instead of red meat? * What are giblets? * How should frozen poultry be thawed, and why? * Compare crustaceans and mollusks. Give examples of each. * How can you tell when shellfish is done? * Compare tap water with bottled water? * Why is juice pasteurized? | | **Unit Enduring Understandings:**   * Fruits can be categorized according to their different characteristics. * Fruits provide vital nutrients for good health * The changes to fruit when cooked (nutrient, color, flavor, texture and shape). * Fruits and vegetables can be prepared and enjoyed in many different ways. * Careful cooking can help preserve the nutrients   in fruits and vegetables.   * Convenience forms of vegetables include canned, frozen, and dried * Dried foods should be reconstituted before use * The difference between macaroni and noodles. * The main parts of each grain kernel. * The difference between leavened bread and flatbread? * Al dente and its purpose. * The advantage of convenience forms of grains. * Examples of fresh legumes and dry legumes. * The difference between nuts and seeds * The nutrition value of Tofu * Evaporated milk and sweetened condensed milk. * Egg anatomy * The determination of egg’s grade * The reason why should eggs be stored in their original cartons. * Marbling affects tenderness in meat * Compare collagen with elastin. * The nutrition experts recommend that people should eat fish and shellfish. * The carbonated beverages. * The difference of juice, juice drinks, and fruit-flavored drinks. * The storage of fish after purchase |
| **Unit Learning Targets**  *Student will be able to*   * Identify fruits, vegetables, grain products, legumes, nuts, seeds, dairy foods, eggs, meats, poultry, fish and shell fish. * Explain the value of different food groups in the diet * Discuss the importance of incorporating different foods into a healthy lifestyle * Compare the selections, handling, and storage of foods * Identify nutritional role of foods in the diet * Explain scientific principles related to different foods cookery * Demonstrate proper preparing and cooking foods | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Fruits 2. Vegetables | 5  5 | |
| 1. Grain Products 2. Legumes, Nuts & Seeds | 5  5 | |
| 1. Dairy Foods 2. Eggs | 5  5 | |
| 1. Meats 2. Poultry | 5  5 | |
| 1. Fish & Shellfish 2. Beverages | 5  5 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Fruits | | |
| **Timeframe:** 5 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Identify fruits and their uses * Explain the value of fruits in the diet * Explain how to select and store fruits * Describe and demonstrate methods for preparing, cooking, and serving fruits | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Fruit Word Search, Favorite Fruits * Lecture Q & A * Chapter Quiz * Viewing ‘ Video’ * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Enzymatic Browning * Cooking Labs: Cutting Pineapples, Fruits Salad, Easy Apple Crescent Rolls, Fruit Cobbler, Fruit Pizza * Coop. Learning * Individual Learning * Project: Food /Cooking Television Show Review   Fruits Graphic Organizer  Synthetic Fruit Flavors Taste Test   * Career Pathway: Home Economics | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.thefruitpages.com](http://www.thefruitpages.com), [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com),   [www.kidshealth.org](http://www.kidshealth.org), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com),  [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com),  [www.delish.com](http://www.delish.com),[www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** This chapter explains how to identify and choose fresh fruits and different stages of ripeness and compares choices among processed fruits products. Students learn how to store and prepare different categories of fruits. | | |

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| **Lesson Plans** |
| **Lesson Title:** 2. Vegetables |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Identify vegetables and their uses * Explain the value of vegetables in the diet * Describe and demonstrate methods for preparing, cooking, and serving vegetables * Explain how to select and store vegetables |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheet :Study Guide, Colorful, Yummy Veggies, The Question Is * Lecture Q & A * Chapter Quiz * Viewing : * Displaying Grain Products * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Water Absorption in Vegetables * Cooking Labs: Eggplant Parmesan Demo, Vegetable Stir Fry, Potato Pancakes * Coop. Learning * Individual Learning * Project: Food /Cooking Television Show Review   Eat More Veggies Brochure  St. Patrick’s Day Special Chocolate-Mint Thumbprints, Green Velvet Cake  Irish Beef Stew, Irish Potatoes Candy  Irish Soda Bread, Mini Rainbow Cupcakes  Mini Shepherd’s Pies, Oatmeal Lace Cookies  Rainbow Pancakes, Shamrock Pretzel   * Guest Lecture: Healthy Vegetable Dish * Career Prep: Unspoken Communication |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.crfg.org](http://www.crfg.org), [www.affi.comwww.narc.usda.gov](http://www.affi.comwww.narc.usda.gov), * [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)   [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter focuses on vegetables, from tubers and roots to flowers and fruits. It gives tips for choosing and storing vegetables to retain quality, followed by detailed descriptions of the most successful cooking methods for various types of vegetables |

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| **Lesson Plans** |
| **Lesson Title:** 3.Grain Products |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe the nutrients in grains and grain products * Identify different grain products and their uses * Explain the general principles of cooking grains * Describe and demonstrate methods for preparing, cooking, and serving grains * Describe how to successfully prepare rice and other grains, pasta, and breakfast cereals * Give guidelines for buying and storing grain products |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets : Study Guide, Grains of Truth, Cooking with Chris, Cooking Up a Grain * Lecture Q & A * Chapter Quiz * Viewing “A Pasta Buffet” Video’ * Practical Test Lab Prep * Displaying Grain Products * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Preparing Pasta * Cooking Labs: Homemade Tortilla, Tortilla Chip Snack, Chicken Cheese Quesadilla   Rice Krispy Treats, Air Pop Corn, Oriental Fried Rice, Eggless Pasta VS Basic Pasta  Easy Rice & Bean Wrap, Homemade Tortilla ,Ranger Cookies, Oatmeal Cookies   * Coop. Learning * Individual Learning * Project: Chinese New Year Heritage Foods Potluck   Valentine’s Day Special/ Mardri Grass Special   * Breakfast Cereal Comparison * Career Prep: Unspoken Communication |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources; [www.ars.usda.gov](http://www.ars.usda.gov),[www.popcorn.org](http://www.popcorn.org), [www.usarice.com](http://www.usarice.com), [www.wheatfoods.org](http://www.wheatfoods.org),   [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)  [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students learn how to distinguish different types of grain and how to choose them for flavor and nutrition. Also guidelines on buying and storing grains, and on cooking pasta, rice, and other forms of grains. |

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| **Lesson Plans** |
| **Lesson Title**: 4. Legumes, Nuts & Seeds |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Identify types of legumes, nuts, and seeds * Explain the value of legumes, nuts, and seeds in the diet * Describe and demonstrate methods for preparing, cooking, and serving legume, nuts, and seeds. |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms (p.463) * Read and Outline (p.462-473) * Complete Chapter Reviews(p.474) * Complete Worksheets: Study Guide, Picture This Soup, Seeking Truth in Advertising * Lecture Q & A * Chapter Quiz * Viewing ‘ Video’ * Displaying legumes, nuts, and seeds * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Composition of Soybeans * Cooking Labs: Spanish Rice, Easy Rice and Bean Wrap, Tofu Dish Demo * Coop. Learning * Individual Learning * Projects: Heritage Foods Show & Tell * Career Prep : Electronic Communication |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.soyfoods.com](http://www.soyfoods.com), [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com),   [www.kidshealth.org](http://www.kidshealth.org), [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com),  [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com),  [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com),  [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter focuses on legumes, nuts and seeds. It explains their many health benefits and introduces students to the many varieties available. Students also learn how to select, store, and cook with tofu. |

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| **Lesson Plans** |
| **Lesson Title:** 5. Dairy Foods |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Identify dairy products and their uses * Explain the value of daily products in the diet * Explain how to select an store dairy products * Identify dairy products and their uses * Describe and demonstrate methods for preparing, cooking, and serving dairy products |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, A Happy Ending, Cheese Plate * Lecture Q & A * Chapter Quiz * Displaying Dairy Products * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Foam Comparison * Cooking Lab: Calzone, Blondie Brownies, Homemade Ice Cream, Potato Au Gratin   Red Lobster Cheese Biscuits, Home Made Ravioli, Best-Ever Macaroni & Cheese   * Coop. Learning * Individual Learning * Projects : Written Report “The Cost of Convenience” “ Dairy Production” * Career Prep: Technology in the Workplace |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.nationaldairycouncil.org](http://www.nationaldairycouncil.org), [www.dairyinfo.com](http://www.dairyinfo.com) * [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)   [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter describes the wide selection of dairy products, fresh, frozen, and fermented. Students learn about buying, storing, and using milk, yogurt, cheese, and other dairy items. |

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| **Lesson Plans** |
| **Lesson Title:** 6. Eggs |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe the structure of an egg * Explain how to select and store eggs. * Explain scientific principles related to egg cookery * Demonstrate how to separate and beat egg whites * Describe and demonstrate methods for cooking and serving eggs |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Egg Packet, Study Guide, Recipe Rewrite- Cooking with Eggs   Egg-True or False?   * Lecture Q & A * Chapter Quiz * Take Home Test * Viewing ‘ Amazing Egg” , “Egg 101” Video’ * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Spinning Eggs Experiment * Cooking Labs: Easy Egg Breakfast Sandwich, Different Egg Cookery, Soft Cooked Eggs   Poached Eggs, Fried Eggs, Baked Eggs, Scrambled Eggs, French Omelet  Easy French Toast, Egg Drop Soup, Italian Frittata, Egg Sausage Breakfast Strata  Egg Custard Tarts, Quiche Lorraine   * Coop. Learning * Individual Learning * Class Trip (Culinary Institute of America) * Project: Making Meringue * Career Prep: A Work Ethic |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.enc-online.org](http://www.enc-online.org), [www.aeb.org/eii/production.html](http://www.aeb.org/eii/production.html), [www.foodreference.com](http://www.foodreference.com)   [www.aeb.org](http://www.aeb.org), [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)  [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter explains the valuable nutritional functions of eggs, and how to practice the cooking techniques that take advantage of eggs. |

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| **Lesson Plans** |
| **Lesson Title:** 7. Meats |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the nutritional role of meats in the diet * Explain the makeup of meat * Describe cuts and other forms of meat * Explain the nutritional role of meats in the diet * Describe and demonstrate methods for preparing and cooking meats |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Meat Packet, Study Guide, Label Savvy, Smart Shop * Lecture Q & A * Chapter Quiz * Viewing ‘ Excel Beef Plant: Fabrication” Video * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Tenderizing Meat, Curing Meat * Cooking Labs: One Skillet Spaghetti, Meatball Sandwiches, Classic Dinner Rolls   Mini- Cheeseburgers, Easy Skillet Tacos   * Coop. Learning * Individual Learning * Project :Math Activity: Percent Lean Meat * Career Pathways: Executive Director |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.askthemeatman.com](http://www.askthemeatman.com), [www.otherwhitemeat.com](http://www.otherwhitemeat.com), [www.certifiedangusbeef.com](http://www.certifiedangusbeef.com)   [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)  [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter explains the meats and their role in the diet. It compares different cuts of meat and explains how to select, store, prepare, and cook meats. |

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| **Lesson Plans** |
| **Lesson Title:** 8. Poultry |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the nutritional role of poultry in the diet * Describe the types and forms of poultry sold for food * Explain how to select and store poultry |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms (p.521) * Read and Outline (p.520-529) * Complete Chapter Reviews(p.530) * Complete Worksheets: Study Guide, Poultry Match –Up, Do the Math! * Lecture Q & A * Chapter Quiz * Sketch a Bird * Viewing ‘ Video’ * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo: How to Cut a Whole Chicken * Food Science Lab: Meat and Poultry Comparison * Cooking Labs: Chicken Cheese Quesadilla, Stir-Fried Chicken & Vegetables, Individual Chicken Pot Pies * Coop Learning * Individual Learning * Projects: Mother’s Day Brunch Menu.   Writing Assignment:” Standards for Labeling’  Research about the specific USDA labeling requirements for free-range and organic chickens   * Career Prep: Responsible Leadership |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)   [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter discusses various types of poultry, the nutritional role of poultry in the diet and explains how to select, store, prepare, and cook poultry**.** |

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| **Lesson Plans** |
| **Lesson Title:** 9. Fish & Shellfish |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Explain the role of fish and shellfish in the diet * Identify different types and market forms of fish and shellfish * Explain how to select and store fish and shellfish * Describe and demonstrate methods for preparing and cooking fish and shellfish |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Something Fish, Fish & Shellfish Dinner * Lecture Q & A * Chapter Quiz * Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo * Food Science Lab: Evaluating Fish Doneness * Cooking Labs: New England Style Clam Chowder, Manhattan Style Clam Chowder, Sushi Without Fish * Coop. Learning * Individual Learning * Project: Mother’s Day Brunch Menu. * Career Prep: Setting Priorities |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)   [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes   Homework |
| **Teacher Notes:** This chapter describes various types of fish and shellfish and their role in the diet. It explains how to select, store, prepare, and cook fish and shellfish. |

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| **Lesson Plans** |
| **Lesson Title:** 10.Beverage |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Identify types of beverages * Explain how various beverages fit into a healthy eating plan * Explain how to select and store beverage * Describe and demonstrate methods for preparing and serving beverage |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Beating the Beverage Blues, A Perfect Cup * Lecture Q & A * Chapter Quiz * Displaying : Beverage Demonstration * Viewing “Japanese Tea Ceremony” , “How to Pick Healthy Beverages” Video * Lab: Lab Preparation and Job Assignment (Small Group Activity) * Lab: Observe Teacher’s Demo: Tea Rituals Demonstration * Food Science Lab: * Cooking Labs: Homemade Hot Chocolate, Warm Mulled Spiced Cider, Fresh Ice Tea & Lemonade,   Smoothie, Fruit Punch   * Coop. Learning * Individual Learning * Project: Tea Tradition. * Career Prep: A Positive Attitude |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher * Online Resources: [www.marhastewart.com](http://www.marhastewart.com), [www.cooksrecipes.com](http://www.cooksrecipes.com), [www.kidshealth.org](http://www.kidshealth.org)   [www.kraftrecipes.com](http://www.kraftrecipes.com).[www.google.com](http://www.google.com), [www.food.com](http://www.food.com), [www.allrecipes.com](http://www.allrecipes.com),  [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com), [www.delish.com](http://www.delish.com),  [www.earingwell.com](http://www.earingwell.com), [www.epicurious.com](http://www.epicurious.com), [www.foodnetwork.com](http://www.foodnetwork.com)  [www.forthefood.com](http://www.forthefood.com), [www.modernrecipe.net](http://www.modernrecipe.net), [www.recipes.aarp.org](http://www.recipes.aarp.org) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** This chapter explores beverages such as soft drink, fruit juices, coffee, tea, and hot chocolate. |

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| **Unit 7. Food Combination Overview** |
| **Content Area:** Modern Foods |
| **Unit Title:** Food Combination D  **Food Decisions** |
| **Target Course/Grade Levels:** 9-12th |
| **Unit Summary:** 1. Preparingvarious types of hot and cold sandwiches, including pizza  2. Different types of salads, guidelines for preparing salad dressings  3. Stir-fries and casseroles preparation techniques  4. Various liquids and thickening agents used in soups, stews and sauces  **Interdisciplinary Connections:** English, Mathematics, Science, and Social Studies  **21st Century Themes:** Global awareness  Financial , economic, business and entrepreneurial literacy  Civic literacy,  Healthy literacy  Environmental literacy |
| **Learning Targets** |
| **Standard 9.1 21st‐Century Life & Career Skills:** All students will demonstrate the creative, critical thinking,  collaboration, and problem‐solving skills needed to function successfully as both global citizens and workers in  diverse ethnic and organizational cultures.  **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  **Standard: 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally  competitive work environment of the information age.  **Standard: 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees |
| **Content Statements:**   1. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the   problem is a lifelong skill that develops over time.   1. Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross   cultural teams in face-to-face and virtual environments.  3. Gathering and evaluating knowledge and information from a variety of sources, including global  perspectives, fosters creativity and innovative thinking.   1. Leadership abilities develop over time through participation in groups and/or teams that are engaged in   challenging or competitive activities.  5. Collaboration and teamwork enable individuals or groups to achieve common goals with greater  efficiency.  6. Communication with people from different cultural backgrounds is enhanced by the understanding of  different cultural perspectives.  7. Digital media are 21st-century tools used for local and global communication.  8. There are ethical and unethical uses of communication and media.  9. The nature of the 21st-century workplace has shifted, demanding greater individual accountability,  productivity, and collaboration.  10. Ethical behaviors support human rights and dignity in all aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 9.1.12.A.1  9.1.12.B. 3  9.1.12.C.5  9.1.12.D.1  9.1.12.D.2  9.1.12.D.3  9.1.12.F.1  9.1.12.F.2 | Apply critical thinking and problem‐solving strategies during structured learning experiences.  Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem‐solving strategies during structured learning experiences, service learning, or volunteering.  Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  Interpret spoken and written communication within the appropriate cultural context.  Determine the immediate and long‐term effects of cross‐cultural misconceptions or  misunderstandings resulting from past or current international issues or events.  Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st‐century skill.  Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  Demonstrate a positive work ethic in various settings, including the classroom and during  structured learning experiences. |
| 9.2.12.A.4  9.2.12.A.5 | Summarize the financial risks and benefits of entrepreneurship as a career choice.  Evaluate current advances in technology that apply to a selected occupational career cluster |
| 9.3.12.C.1  9.3.12.C.2  9.3.12.C.3  9.3.12.C.5  9.3.12.C.6  9.3.12.C.7  9.3.12.C.8  9.3.12.C.11 | Assess and modify Personalized Student Learning Plans to support declared career goals.  Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra‐curricular activities.  Develop personal interests and activities that support declared career goals and plans    Identify transferable skills in career choices and design alternative career plans based on those skills.  Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.  Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).  Interpret how changing economic and societal needs influence employment trends and future education.  Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career. |
| 9.4.12. I.1  9.4.12. I.2  9.4.12. I.3  9.4.12. I.5  9.4.12. I.6  9.4.12. I.8  9.4.12. I.9  9.4.12. I.10  9.4.12. I.11  9.4.12. I.12  9.4.12. I.13  .  9.4.12. I. 25  9.4.12. I. 29  9.4.12. I.36  9.4.12. I.39  9.4.12 .I.45.  9.4.12. I.47  9.4.12. I.48  9.4.12. I.49.  9.4.12. I.54  9.4.12. I.55  9.4.12. I.56  9.4.12. I.57  9.4.12. I.66  9.4.12. I.67  9.4.12. I.68  9.4.12. I.70  9.4.12. I.72  9.4.12. I.73  9.4.12. I.74  9.4.12. I.78 | Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.  Apply knowledge of cultures and information from geographical studies to develop products and services for this industry.  Identify effects of the economy on this industry to effectively plan products and services.  Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication  Locate, organize, and reference written information from various sources to communicate with others  Evaluate and use information resources to accomplish specific occupational tasks.  Use correct grammar, punctuation, and terminology to write and edit documents  Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences  Employ technological tools to expedite workflow.  Operate presentation applications to prepare and deliver presentations  Describe and use quality control systems and practices to ensure quality products and services.  Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe  Maintain safe and healthful working conditions and environments in this cluster to promote wellbeing  Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.  Demonstrate knowledge of methods used in this cluster to control hazards and maintain safe environments  Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.  Employ leadership skills to accomplish goals and objectives.  Employ organizational skills to foster positive working relationships and accomplish  organizational goals.  Employ teamwork skills to achieve collective goals and use team members’ talents effectively  Establish and maintain effective relationships in order to accomplish objectives and tasks.  Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable  Develop a Personalized Student Learning Plan to meet career goals and objectives.  Demonstrate skills related to seeking and applying for employment in a desired job.  Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.  Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.  Examine requirements for career advancement to plan for continuing education and training.  Research professional development opportunities needed to keep current on relevant trends and information within the cluster.  Compare and evaluate career pathways within this cluster to build understanding of the  requirements across multiple pathways. |
| 9.4.12. I.(1).1  9.4.12.I.(1).3  9.4.12.I.(1).8  9.4.12.I.(1).10 | Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.  Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.  Demonstrate knowledge of safety and sanitation procedures used in this industry and apply these procedures to maintain safe environments.  Research and compare career opportunities and qualifications to broaden awareness of careers available in this industry. |

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| **Unit Essential Questions:**   * Explain how to prepare stock and sauces * What is a hero sandwich? * What foods might be eaten in a fajita? * What are tea sandwiches, and when are they usually served? * Name three kinds of dairy dressings. * Define salad. * Are all salad greens green? Explain. * What should you look for when purchasing salad greens? * Why should salad greens be washed? * What may happen if you cut greens with a metal knife? * What is a stir-fry? * For a stir-fry, why should you cut vegetables into pieces of similar size? * Explain the French term mise en place * Why does a wok work well for stir-fries? * What is a casserole? * How is a casserole prepared for baking? * How are binders used in casseroles? * What are broths and stocks? * How does reduction thicken a sauce? * How do you make a roux and use it to thicken a liquid? * Explain gelatinization * What is consommé? * How do you make a fruit soup? * Why is au jus a quick sauce? * What roles do starches have in casseroles? * What are broths and stocks? | | **Unit Enduring Understandings:**   * The differences between a club sandwich and from a basic sandwich * Proper way to store soups, stews and sauces * White sauce and stock-based sauce * Several types of thickeners in making soups. * Salads are made with foods from all of the food groups * Different types of sandwiches * Both stir-fries and casseroles are economical dishes that are easily prepared * The steps to follow when cooking a stir-fry. * The casserole usually combines a protein food, vegetables, starch, binder and seasonings * Soups, stews, and sauces are all made from a liquid ingredient thickened through either reduction or the use of a starchy or protein food * Difference between clear, creamy and chunky soups * Soups, stews, and sauces should be thickened over low heat. * The difference between a stew and a soup * 5 basic sauces that are basic to making all sauces * Proper way to store soups, stews, and sauces * Salads are made with foods from all of the food groups. * Salads can be served as appetizers, a meal accompaniment, main course, or even a dessert. * Soups can be clear, creamy, or chunky. They can also be made with fruit and served cold |
| **Unit Learning Targets**  *Student will be able to*   * Compare types of sandwiches * Suggest ingredients for sandwich fillings * Explain how salads fit into healthful meals * Compare stir-fries with casseroles * Explain the roles of basic ingredients in a casserole * Describe and demonstrate how to make soups, stews and sauces | | |
| **Evidence of Learning** | | |
| **Formative Assessments:**   * Do Now Activities * Anticipatory Set * Lesson Closure * Q & A * Class Participation * Class Work * Home Work Assignment * Lab Observation | | |
| **Summative Assessment:**   * Section Quiz * End of Unit Test * Take Home Project * Oral Presentations * Final Practice Exam * Final Exam | | |
| **Lesson Timeframes** | | |
| **Lesson Title:** | **Timeframe (hours/days)** | |
| 1. Sandwiches & Pizza | 5 | |
| 1. Salads & Dressing | 3 | |
| 1. Stir-Fries & & Casseroles 2. 4. Soups, Stews & Sauces | 5     1. 2 | |
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| **Lesson Plans** | | |
| **Lesson Title:** 1. Sandwiches & Pizza | | |
| **Timeframe:** 5 (hours/days) | | |
| **Goals/Objectives:** Students will be able to   * Compare types of sandwiches * Suggest ingredients for sandwich fillings * Describe and demonstrate how to make different sandwiches | | |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets: Study Guide, Signature Sandwiches, Crazy Calzones * Lecture Q & A * Chapter Quiz * Viewing “ History of American Cuisine” Video’ * Food Science Lab: Baking Pizza * Lab Preparation and Job Assignment (Small Group Activity) * Cooking Labs: Sandwich Combinations, Tea Sandwiches, Pizza Snacks, Calzone * Coop Learning * Individual Learning * Project: The Sandwich Story   Annual Food Class The End of Year Picnic   * Career Pathways: Marketer | | |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher   Online Resources: [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.google.com](http://www.google.com) [www.kraftrecipes.com](http://www.kraftrecipes.com),   * [www.marhastewart.com,](http://www.marhastewart.com,       ) | | |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework | | |
| **Teacher Notes:** Students will learn how to prepare and serve a variety of different sandwiches, from basic  cold sandwiches to wraps, hot sandwiches, pizza, and calzones. | | |
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| **Lesson Plans** |
| **Lesson Title:** 2. Salads & Dressing |
| **Timeframe:** 3 (hours/days) |
| **Goals/Objectives:** Students will be able to   * Describe various salads and dressings * Explain how salads fit into healthful meals * Explain how to select and store salad green * Describe and demonstrate methods for preparing and serving salads and dressing |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheet: Study Guide, Tips from Tiffany, Making Salad * Lecture Q & A * Chapter Quiz * Lab Preparation and Job Assignment (Small Group Activity) * Food Science Lab: Making Emulsion * Cooking Labs : Home Style Coleslaw, Ethnic Salads, Fruits salad * Coop. Learning * Individual Learning * Project: .Gelatin and Bromelin * Career Prep: Business Etiquette |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher   Online Resources: [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com), www.marhastewart.com, |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Students will learn how to prepare and serve a variety of different sandwiches, from basic  cold sandwiches to wraps, hot sandwiches, pizza, and calzones. |

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| **Lesson Plans** |
| **Lesson Title:** 3. Stir – Fries & Casseroles |
| **Timeframe:** 5 (hours/days) |
| **Goals/Objectives:**   * Compare stir-fries with casseroles. * Describe how to prepare ingredients for a stir-fry dish * Demonstrate how to cook a stir-fry dish * Explain the roles of basic ingredients in a casseroles * Demonstrate how to make a casserole |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews   (Study Guide, Stir-Fry & Casserole Combinations)   * Complete Worksheets * Lecture Q & A * Chapter Quiz * Food Science Lab: Comparing Extenders * Lab Preparation and Job Assignment (Small Group Activity) * Cooking Labs: Vegetable Stir-Fry with Chicken, Shepherd’s Pie, Fried Rice, Vegetable Casserole * Coop Learning * Individual Learning * Project: The Sandwich Story * Career Prep: Positive Work Relationship |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher   Online Resources: [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.google.com](http://www.google.com) [www.kraftrecipes.com](http://www.kraftrecipes.com),   * [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Studentsdiscuss different types of stir-fries and casseroles, also the roles of basic ingredients and how to prepare stir-fries and casseroles. |

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| **Lesson Plans** |
| **Lesson Title:** 4. Soups, Stews & Sauces |
| **Timeframe:** 2 (hours/days) |
| **Goals/Objectives:**   * Identify various soups, stews and sauces * Explain ways to thicken a liquid * Describe and demonstrate how to make soups, stews and sauces * Explain how to store soups, stews and sauces |
| **Learning Activities/Instructional Strategies:**   * Do Now Activities * Class Discussion * Define Terms * Read and Outline * Complete Chapter Reviews * Complete Worksheets   (Study Guide, Stirring the Pot)   * Lecture Q & A * Chapter Quiz * Viewing ‘ Video’ * Food Science Lab: Simmering a Sauce * Lab Preparation and Job Assignment (Small Group Activity) * Cooking Labs: White Sauce, Vegetable Soup, French Onion Soup, Fruit Soup, Irish Stew * Coop Learning * Individual Learning * Project: Favorite Soup Survey * Career Pathways: Television Co-Host |
| **Equipment/Resources Needed:**   * Textbook : Food for Today :Glencoe-McGraw Hill Publishing Co * Student Activity Manual: Food for Today * Handouts/ Worksheets * Newspapers/ Magazines/Cookbooks * Overhead Projector/ VCR DVD Player * Computer/Internet Access * Cabinets/Pantry/Kitchen Units/Work Station/Sink * Electric Stoves/Microwave Ovens/ Refrigerator & Freezer * Exhaust Fans/Washing Machine & Dryer * Kitchen Equipment/ Various Small Appliances/Various Hand Utensils * All Ingredients * General Classroom Supplies * Fire Distinguisher   Online Resources: [www.allrecipes.com](http://www.allrecipes.com), [www.bettycrocker](http://www.bettycrocker), [www.bhg.com](http://www.bhg.com), [www.cookinglight.com](http://www.cookinglight.com)  [www.cooks.com](http://www.cooks.com),[www.countryliving.com](http://www.countryliving.com), [www.delish.com](http://www.delish.com), [www.earingwell.com](http://www.earingwell.com) ,  [www.epicurious.com](http://www.epicurious.com), [www.food.com](http://www.food.com), [www.foodnetwork.com](http://www.foodnetwork.com), [www.google.com](http://www.google.com)  [www.kraftrecipes.com](http://www.kraftrecipes.com),   * [www.marhastewart.com,](http://www.marhastewart.com,       ) |
| **Lesson Assessment:**   * Class Participation * Class Work * Tests * Quizzes * Homework |
| **Teacher Notes:** Studentslearn several basic methods of thickening liquid and the processes of making and storing soups, stews, and sauces. |