

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

FOODS AND BAKING

GRADES 9 and 10

Date of Board Approval: June 19, 2014

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	<u>Foods and Baking</u>	SUBJECT:	<u>FCS</u>	GRADE LEVEL:	<u>9-10</u>
COURSE LENGTH:	<u>1 year</u>	DURATION:	<u>50 minutes</u>	FREQUENCY:	<u>4/wk</u>
PREREQUISITES:	<u>None</u>	CREDIT:	<u>1 credit</u>	LEVEL:	<u>N/A</u>

Course Description/Objectives:

Foods and Baking focuses on studying the basics of baking and food preparation. Students gain knowledge and understanding of functions and ingredients in recipes, while learning skills that increase their success in the kitchen. Proper use of equipment and knowledge of consumer skills are also emphasized. Many lab opportunities are offered in the course where time management, teamwork, and the ability to follow directions are essential. Cakes, cookies, pies and other desserts, as well as soups, salads, and casseroles are made and evaluated.

Text: *Food for Today*, McGraw/Glencoe, 2004 by Helen Kowtaluk & Alice Orphanes Kopan

Curriculum Writing Committee: Jennifer Wiegand and Theresa Dixon

COURSE TIME LINE

Unit 1: Safety and Sanitation

- Food Safety 10 days
- Sanitation
- Kitchen Safety

Unit 2: Recipe Skills and Techniques

- Recipe Basics 20 days
- Small Equipment
- Measuring Ingredients and Equivalents
- Knife Handling
- Cooking Methods/Mixing Techniques

Unit 3: Baking

- Ingredient Functions 52 days
- Baking Techniques
- Quick Breads
- Cakes/Cookies/Pies

Unit 4: Nutrition and Wellness

- Nutrient Basics 3 days
- Meal Planning
- Positive Eating Habits
- Lifestyle Diseases and Eating Disorders

Unit 5: Grains and Grain Products

- Parts of the Kernel and Nutrients 9 days
- Grain Processing
- Cooking Grains and Grain Products
- Serving Recommendations of Grains

Unit 6: Fruits and Vegetables

- Types of Fruits and Vegetables 9 days
- Selecting and Handling Fruits and Vegetables
- Cooking Fruits and Vegetables
- Nutrition of Fruits and Vegetables

Unit 7: Dairy Products

- Types of Dairy Products
- Dairy Processing
- Nutrients in Dairy
- Selecting/Buying Dairy
- Cooking with Dairy

9 days

Unit 8: Protein Rich Foods-(Meat, Poultry and Beans)

- Types of Protein Rich Foods
- Meat and Poultry Cuts and Processing
- Nutrients in Meat, Poultry and Beans
- Selecting/Buying Protein Rich Foods
- Cooking Protein Rich Foods

9 days

Unit 9: Egg Dishes

- Types/Parts of Eggs
- Selecting Eggs
- Storing Eggs
- Cooking with Eggs

9 days

Unit 10: Fats and Sweets

- Types of Fats
- Types of Sweets-Candies and Candy Production

3 days

Unit 11: Combination Foods

- Preparation of Soups, Stews and Gravies
- Preparation of Salads
- Preparation of Casseroles

8 days

Unit 12: Grocery Shopping

- Pre-Shopping Preparation
- In the Store
- Food Labels

3 days

TOTAL: 144 days

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 10 days

UNIT # 1: Safety and Sanitation-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.B
 - Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.
- 11.3.9.A
 - Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging, nutrient fortification).
- 11.3.9.G
 - Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D
 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 text and topics.
- CC.3.5.9-10.C
 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.C
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 10 days

UNIT # 1: Safety and Sanitation-(Important)

GRADE: 9-10

UNDERSTANDINGS

Kitchen and food safety has an impact on the overall health and well being of the consumer.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a personal food/kitchen safety plan that will be followed during food labs.

KNOW

- Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.
- List and explain the four steps of food safety.
- Describe safety precautions used to prevent kitchen accidents.
- List food sources and symptoms of major food-borne illnesses.
- Define: toxins, spores, perishable, danger zone, cross-contamination, polarized plugs, Heimlich maneuver, CPR

DO

- Demonstrate safe food handling practices in food labs.
- Analyze bacteria growth from a sneeze, cough, dander, hair and touch of food.
- Identify safety and sanitation hazards.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 20 days

UNIT # 2: Recipe Skills and Techniques-(Essential)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.F • Hypothesize the effectiveness of the use of meal management principles (time management, budgetary considerations, sensory appeal, balanced nutrition, safety and sanitation)
- 11.2.9.D • Analyze the space requirements for a specified activity to meet a given needs (family room, home office, kitchen).
- 11.2.9.E • Evaluate the use of technology and justify the use or nonuse of it (safety, cost/budget, appearance, efficiency).

Pennsylvania Common Core Standards for Mathematics (High School):

- CC.2.1.HS.F.3 • Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays.
- CC.2.1.HS.F.2 • Apply properties of rational and irrational numbers to solve real world or mathematical problems.
- CC.2.1.HS.F.5 • Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 20 days

UNIT # 2: Recipe Skills and Techniques-(Essential)

GRADE: 9-10

UNDERSTANDINGS

Success and efficiency in the kitchen is dependent on a consumer's ability to follow a recipe correctly and master basic kitchen skills.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Group project-Cooking demonstration recipe skills and techniques.

KNOW

- List the seven parts of a recipe.
- List the names and uses of small kitchen equipment.
- List common kitchen equivalents.
- Identify the measuring tools used for various ingredients.
- Define yield, desire yield volume, various mixing techniques, knife cuts, cooking methods.
- List the formula for calculating desired yield.
- List common abbreviations for standard units of measurement.
- Explain how cooking methods differ from food to food.
- Distinguish between foods that have been baked, fried, sautéed, pan-fried, boiled, steamed, braised, broiled, grilled, and simmered.

DO

- Demonstrate how to properly follow a recipe.
- Demonstrate how to properly use common small kitchen equipment.
- Demonstrate how to properly measure liquid and dry ingredients.
- Modify the yield on a recipe.
- Demonstrate how to safely handle a knife.
- Demonstrate how to create different knife cuts.
- Demonstrate how to mix various ingredients.
- Demonstrate how to properly conduct various cooking methods.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 52 days

UNIT # 3: Baking-(Essential)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.2.9.E • Evaluate the impact of technology and justify the use or nonuse of it (safety, cost/budget, appearance, efficiency).
- 11.2.9.D • Analyze the space requirements for specified activity to meet a given need (family room, home office or kitchen).
- 11.3.9.E • Analyze the energy requirements, nutrients requirements and body composition for individuals at various stages of the life cycle.
- 11.3.12.G • Analyze the relevance of scientific principles to food processing, preparation and packaging.
- 11.3.12.C • Evaluate sources of food and nutrition information.
- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.G • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 52 days

UNIT # 3: Baking-(Essential)

GRADE: 9-10

UNDERSTANDINGS

Realize how the seven essential ingredients used in baking come together in a reaction to create a variety of baked goods.

Learn how to properly prepare baked products that are appealing to all senses and are reflective of a healthy diet.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Project Share Cookie Baking

KNOW

- Explain the function of ingredients in baked products.
- Identify the guidelines for successful baking.
- Define: leavening agent. Explain how it works.
- Recognize differences in flour.
- Identify various forms of leavening agents.
- Identify various forms of batter/dough.
- Identify various types of cakes.
- Identify various types of cookies and pies.
- Identify various types of quick breads.
- Explain how fats, eggs, sweeteners impact the outcome of a baked product.
- Identify the techniques for cake decorating.

DO

- Demonstrate the muffin mixing method.
- Demonstrate the biscuit mixing method.
- Demonstrate the standard mixing method.
- Prepare and decorate shortened cakes.
- Prepare a variety of cookies according to recipe directions: drop, molded, rolled and bar.
- Demonstrate the proper method for kneading dough.
- Create an original design and use it to decorate a cake.
- Demonstrate proper techniques for cake decorating.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 4: Nutrition and Wellness-(Compact)

GRADE: 9-10

STANDARDS:

Pennsylvania Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.C • Analyze the impact of food addictions and eating disorders on health.
- 11.3.9.D • Analyze the relationship between diet and disease and risk factors (calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.

Pennsylvania Academic Standards for Health, Safety and Physical Education (Grades 9 and 12):

- 10.1.9.C • Analyze factors that impact nutritional choices of adolescents: body image, advertising, dietary guidelines, eating disorders, peer influence and athletic goals).
- 10.1.12.B • Evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level, environment, health status, and nutrition.
- 10.1.12.C • Analyze factors that impact nutritional choices of adults: cost, food preparation, consumer skills, nutritional knowledge, and changes in nutritional requirements.

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.B • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.5.9-10.D • Determine the meaning of symbols, key terms and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.B • Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 4: Nutrition and Wellness-(Compact)

GRADE: 9-10

UNDERSTANDINGS

Proper nutrition leads to a lifetime of health and fitness.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a daily meal plan utilizing a variety of nutrients, moderation, and proper serving sizes.

KNOW

- List the names, sources and functions of the six essential nutrients.
- List the names of lifestyle diseases.
- Identify the causes, symptoms and side effects of lifestyle diseases.
- Define moderation. Provide an example as it relates to food and eating.
- Describe the proper serving size for a variety of foods.
- List the components of a food record.
- Describe how to analyze a food record.
- List the components/elements of a well-planned meal.

DO

- Compare and contrast: yielding nutrients to non-energy yielding nutrients.
- Create a food record for a week's worth of meals.
- Analyze a food record for evidence of the six essential nutrients.
- Prepare a low fat recipe.
- Prepare a low sodium recipe.
- Prepare a high fiber recipe.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 5: Grains and Grain Products-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 5: Grains and Grain Products-(Important)

GRADE: 9-10

UNDERSTANDINGS

It is essential for consumers to learn how to prepare grains and grain products that are appealing to all senses while still being nutritionally balanced.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an instruction guide for properly preparing pasta, rice, cereal, bread and other grains.

KNOW

- List grain products.
- Identify parts of the grain kernel.
- List the steps of grain processing.
- Describe how the quality of grain products changes when certain parts of kernel are eliminated.
- Distinguish between enrichment and fortification.
- List the nutrients in grain products.
- Describe the serving size recommendations for grain products.
- Describe the number of recommended servings of grain products.
- Define: bran, germ, endosperm, al dente
- Explain how grain products are an essential part of a healthy diet.

DO

- Demonstrate how to properly prepare rice.
- Demonstrate how to properly prepare pasta.
- Compare and contrast flour to other grain products (i.e. corn meal) by preparing cornbread/pone.
- Lab project: Create a healthy meal that includes the recommended serving of a grain product.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 6: Fruits and Vegetables-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 6: Fruits and Vegetables-(Important)

GRADE: 9-10

UNDERSTANDINGS

It is essential for consumers to learn how to prepare fruits and vegetables that are appealing to all senses while still being nutritionally balanced.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Design/Create a well balanced meal that includes a variety of fruits and vegetables.

KNOW

- List the nutrients in fruits and vegetables.
- Identify types of vegetables.
- Identify types of fruits.
- Describe how to select/buy high quality fresh produce.
- Define enzymatic browning.
- Describe the effects of cooking on fruits and vegetables.
- Describe cooking methods used for fruits and vegetables.
- List the serving and serving size recommendations for fruits and vegetables.
- Explain how fruits and vegetables should be incorporated into a healthy diet.

DO

- Create a fruit/vegetable brochure, poster or power point showing the benefits of incorporating fruits and vegetables into the diet over the course of lifespan.
- Conduct an enzymatic browning experiment to determine the best method for avoiding this problem.
- Demonstrate proper handling and cooking of fruits and vegetables by preparing various recipes.
- Create a vegetarian dish.
- Compare, contrast, and classify fruits and vegetables according to their health benefits.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 7: Dairy Products-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.5.9-10.G • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 7: Dairy Products-(Important)

GRADE: 9-10

UNDERSTANDINGS

It is essential for consumers to learn how to properly prepare dairy products that are appealing to all senses while still being nutritionally balanced.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an original dish using dairy products.

KNOW

- List the nutrients in milk.
- Identify various dairy products.
- Describe how to select/buy high quality dairy foods.
- Identify cooking methods used for dairy products.
- List the steps involved with dairy processing.
- Define: pasteurization, homogenization, curds, whey, and lactose.
- Describe how the structure of dairy products change as heat is applied.

DO

- Compare and contrast types of dairy products based on taste, texture, smell, appearances and nutrition value.
- Chart the pasteurization process.
- Demonstrate proper cooking methods used for milk.
- Demonstrate proper cooking methods used for cheese.
- Demonstrate how to prevent scorching when cooking with dairy.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 8: Protein Rich Foods-(Meat, Poultry and Beans)-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 8: Protein Rich Foods-(Meat, Poultry and Beans)-(Important)

GRADE: 9-10

UNDERSTANDINGS

Recipes containing protein rich foods (meats, poultry and beans) should be prepared in a manner that is appealing to all senses while remaining nutritionally balanced.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a dish using protein rich foods.

KNOW

- List the nutrients in meat, poultry and beans.
- Define marbling
- Describe the composition of meat and poultry.
- Identify types of meat, poultry and beans.
- Identify cuts of meat and poultry.
- Describe how meat and poultry are inspected and graded.
- Describe how to select/buy high quality meat, poultry and beans.
- Identify proper cooking methods for meat, poultry and beans.
- Describe how to test meat and poultry for doneness.

DO

- Compare fat and cholesterol content of poultry and meat.
- Demonstrate cooking meat and poultry using moist and dry heat methods.
- Compare costs of retail cuts and wholesale cuts of meat and poultry.
- Demonstrate how to properly test meat and poultry for doneness.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 9: Egg Dishes-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 9 days

UNIT # 9: Egg Dishes-(Important)

GRADE: 9-10

UNDERSTANDINGS

Egg dishes should be prepared in a manner that is appealing to all senses while still being nutritionally balanced.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an egg-cooking booklet with step-by-step instructions for preparing eggs different ways.

KNOW

- List the nutrients in eggs.
- Describe how to select/buy high quality eggs by examining their grade and size.
- Describe how to properly store eggs.
- Identify various egg products: custard, omelets, meringues, and soufflé.
- Define coagulate.
- Describe methods of separating eggs.
- Identify characteristics of beaten egg whites: soft peaks, stiff peaks.

DO

- Demonstrate methods of separating eggs.
- Demonstrate proper egg cooking methods by preparing a particular type of egg dish.
- Demonstrate proper technique for beating eggs.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 10: Fats and Sweets-(Compact)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 10: Fats and Sweets-(Compact)

GRADE: 9-10

UNDERSTANDINGS

It is important for the consumer to learn how to prepare foods high in fats and sugars in such a manner that they are appealing to all of the senses yet nutritionally balanced. Recipes for fats and sweets can be modified to emphasize moderation. Ingredients can be substituted to reduce the levels of sugar without sacrificing taste.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

N/A

KNOW

- Identify sources of healthy fats.
- Identify sources of unhealthy fats.
- Describe the characteristics of hard and soft candies.
- List the steps involved in candy production.

DO

- Demonstrate how to prepare recipes using healthy fats.
- Demonstrate how to properly prepare homemade candies.
- Compare and contrast methods of home candy making to mass production methods.
- Modify a candy recipe to decrease the amount of sugar without sacrificing the taste of the finished product.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 8 days

UNIT # 11: Combination Foods-(Important)

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging and nutrient fortification).
- 11.3.9.F • Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 8 days

UNIT # 11: Combination Foods-(Important)

GRADE: 9-10

UNDERSTANDINGS

Combination foods should be prepared so that they are appealing to the senses and nutritionally sound. Combination foods can be prepared to maximize taste, texture, appearance and cost effectiveness.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Prepare a cost effective combination food that maximizes taste, appearance and texture.

KNOW

- Identify various types of salads and soups.
- Identify aromatic vegetables.
- Identify clear soups and puree.
- Identify various types of gravies: white sauce, pan gravy, au jus.
- Describe common characteristics of stews.
- Describe common characteristics of braised food.
- Describe common characteristics of stir-fry.
- Describe common characteristics of pizza.
- Describe common characteristics of casserole.

DO

- Demonstrate how to properly prepare aromatic vegetable soup.
- Demonstrate how to properly prepare a white sauce.
- Demonstrate how to properly prepare a stir-fry.
- Demonstrate how to properly prepare a casserole.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 12: Grocery Shopping

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science (Grades 9-12):

- 11.1.9.F • Evaluate different strategies to obtain consumer goods and services.
- 11.2.9.C • Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.
- 11.1.12.F • Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.3.12.C • Evaluate sources of food and nutrition information.
- 11.2.9.B • Know the FCCLA action planning procedure and how to apply it to family, work and community decisions.

Pennsylvania Common Core Standards for Science and Technical Subjects (Grades 9-12):

- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.5.9-10.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.

KNOW, UNDERSTAND, DO

COURSE: Foods and Baking

TIME FRAME: 3 days

UNIT # 12: Grocery Shopping

GRADE: 9-10

UNDERSTANDINGS

Good consumers know how to plan grocery-shopping trips to maximize time and money spent in the store.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

N/A

KNOW

- List the unique qualities of each type of store.
- Describe the purpose of a store layout.
- Describe how to design a shopping list.
- List the steps of the FCCLA action planning procedure.
- Describe the information found on food labels.
- Describe the pros and cons of using coupons.

DO

- Create a shopping list from a daily/weekly meal plan.
- Create a shopping plan that chooses the best types of stores for the foods needed.
- Create a map of a typical store and explain the rationale behind the store's layout and design.
- Interpret the information on a food label.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research Projects
- 5) Oral presentations:
 - Reports
- 6) Posters/Pictures
- 7) Charts/Graphs
- 8) Homework
- 9) Class discussion
- 10) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)