

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Intermediate Foods A

Grade Level: 9-12

Date of Board Approval: 2023

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Planned Instruction

Course Weighting: Intermediate Foods A

Category:	Weight:
Test & Projects	40%
Classwork	30%
Lab Experiences	30%

Course Description:

This course enables students to learn various types of food preparation skills through lab experiences. Topics include Kitchen Safety and Sanitation, Knife Skills, Mise en Place, Measuring Skills and Functions of Ingredients. Students will explore “My Plate”, and also study and prepare foods that include the following groups: Grains, Pasta, and Rice, Poultry, Eggs, Vegetables, and Cookies. Students will also learn about current food trends, especially pertaining special dietary needs and allergy information.

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

Curriculum Writing Committee: Leslie Peters

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:**
 - i. Kitchen Safety & Sanitation
 - ii. Measuring Equipment, Utensil, Reading a Recipe, Mise en Place
 - iii. Knife Skills
 - iv. Vegetables
 - v. Eggs
- **Goals:**
 - i. Identify the cause, symptoms, and prevention techniques for Food Borne Illnesses
 - ii. Demonstrating knowledge of proper measuring techniques, abbreviations, and equivalents
 - iii. Apply concepts described within a provided recipe
 - iv. Demonstrate safe knife handling techniques and demonstrate the ability to execute various knife cuts
 - v. Identify preparation techniques and implement various cooking methods for a variety of vegetables
 - vi. Implement preparation techniques and cooking methods to prepare various egg based recipes
- **Big Ideas:**
 - i. Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

2. Marking Period Two:

- **Overview based on 45 days:**
 - i. Poultry
 - ii. Pasta
 - iii. Cookies
- **Goals:**
 - i. Identify safe handling and storing techniques for processing and preparing poultry
 - ii. Implement preparation techniques and cooking methods for Poultry based recipes
 - iii. Demonstrate the ability to prepare homemade pasta
 - iv. Implement measuring techniques and cooking methods for baked goods.
- **Big Ideas:**
 - i. Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

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Textbook and Supplemental Resources:

Name of Textbook: Food for Today

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

Textbook Publisher & Year of Publication: McGraw Hill Education 2016

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Curriculum Plan

Unit 1: Kitchen Safety & Sanitation

Time Frame: 5 days

Standard(s):

Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

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

Eligible Content:

- What actions can a person take to handle food safely?
- What are risk factors for food related diseases?
- What are the factors people need to consider when planning meals?
- What can be done to food to prolong its freshness or increase its shelf life?
- What conditions increase the risk of foodborne illnesses?
- Why is cross contamination a hazard?
- Why is food preserved?

Objectives:

- Students will describe food safety and sanitation principles. (DOK 2)
- Students will demonstrate the proper way to wash their hands. (DOK 3)
- Students will employ proper food handling and storage techniques. (DOK 3)
- Students will identify the dating methods used on food packaging. (DOK 3)
- Students will identify pathogens that cause foodborne illness. (DOK 3)
- Students will apply concepts of how to keep the kitchen environment clean. (DOK 4)
- Students will illustrate ways to prevent common kitchen accidents. (DOK 3)
- Students will graph internal cooking temperatures for pork, poultry, beef, and shellfish. (DOK 2)
- Students will distinguish spoilage signs for canned food, fruit, meats, poultry, and frozen food. (DOK 2)
- Students will cite evidence as to the causes of foodborne illness samples. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss [“Kitchen Safety & Sanitation” PowerPoint](#).
- Complete corresponding [note packet](#) to “Kitchen Safety & Sanitation PowerPoint”.
- Complete [Foodborne Illness Webquest](#).
- Complete [Kitchen Safety & Sanitation Crossword](#) or Word Search.
- Simulation of an [“Unsafe Kitchen”](#)- student documentation of unsafe kitchen procedures or scenarios.
- Demonstration of proper [hand washing techniques](#)- use of GloGerm to complete a hand washing simulation.
- Complete [Dishwashing Relay Activity](#).

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- Review key components for [Kitchen Safety & Sanitation Test](#) through a teacher created review activity.
- Complete [Kitchen Safety & Sanitation Test](#).

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
 - [Keep or Toss Scenarios](#)
- **Formative:**
 - [Kitchen Safety & Sanitation Note Sheet](#)
 - [Foodborne Illness Webquest](#)
 - [Kitchen Safety & Sanitation Crossword Puzzle](#)
 - [Unsafe Kitchen Activity](#)
 - [Dishwashing Relay Activity](#)
 - Review Activity/Game
- **Summative:**
 - [Kitchen Safety & Sanitation Test](#)

Extensions:

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

Correctives:

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

Materials and Resources:

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

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Unit 2: Measuring Equipment/ Equivalents/Kitchen Utensils/Component of a Recipe/ Mise en Place

Time Frame: 10 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- Why is it important to follow the recipe order of directions when preparing a recipe?
- What are standard dry measuring cup, liquid measuring cup and standard measuring spoons sizes?
- What key information is found within a recipe?
- What are basic pieces of kitchen equipment and their proper uses?
- What does mise en place mean and how do you implement it within a kitchen environment?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- Class discussion identifying measuring equipment and abbreviations.
- Teacher demonstration and review of measuring techniques and equipment.
- Complete "[Measuring Review](#)" worksheet.
- Complete "[Measuring Match-Up](#)" worksheet.
- Review and Discuss "[How much Butter](#)" worksheet.

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- Teacher instruction on the components of a recipe through reading Parts of a Recipe Powerpoint.
- Students identify the components of a recipe on a provided sample recipe.
- Read aloud "[How to Read a Recipe](#)".
- Break students into small groups, distribute a recipe to each group and have them complete a "[Recipe Analysis](#)" worksheet.
- Teacher demonstration on how to implement "mise en place" within each foods lab experience, followed by student practice with a provided recipe.
- Working within small groups, students will complete "[Liquid Measuring Lab](#)" worksheet.
- Within small groups, students will prepare an Orange Julius following instructions.
- Complete [Kitchen Equipment Worksheet](#)
- Review the name and use common household kitchen equipment through a teacher created review activity.
- Complete Equipment Test.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
 - [How Much Butter Worksheet](#)
- **Formative:**
 - [Measuring Review Worksheet](#)
 - [Measuring Match-Up Worksheet](#)
 - Recipe component identification
 - [Recipe Analysis Worksheet](#)
 - [Liquid Measuring Lab Worksheet](#)
 - [Kitchen Equipment Worksheet](#)
 - Equipment Review Activity/Game
- **Summative:**
 - Mise en Place Foods Lab
 - Equipment Test

Extensions:

- [Measuring Take Home Assignment](#)
- [Parts of a Recipe Project](#)
- [How to Read a Recipe Escape Room](#)
- Prepare a new recipe at home- student and parent must complete a take home lab evaluation form

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- Create an advertisement for a piece of kitchen equipment- highlighting its function or role within the kitchen and identify recipes you would use the piece of equipment to prepare

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Correctives:

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

Materials and Resources:

- How to Read a Recipe
 - Blog Posts from Alton Brown - (<http://altonbrown.com/how-to-read-a-recipe/>)
 - Joy the Baker- (<https://joythebaker.com/2013/09/baking-101-how-to-read-a-recipe/>)
- Teacher- Created Materials:
 1. Parts of a Recipe PowerPoint
 2. [Measuring Review Worksheet](#)
 3. [Measuring Match Up Worksheet](#)
 4. [Recipe Analysis Worksheet](#)
 5. [Liquid Measuring Lab Worksheet](#)
 6. [Kitchen Equipment Worksheet](#)
 7. Utensil Test

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Unit 3: Knife Skills

Time Frame: 5 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- How do you select an appropriate knife for your recipe?
- What are the types of knives?
- How do you grip a knife properly?
- What are the different knife cuts?
- How do you choose an appropriate knife cut?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss [“Knife Skills” PowerPoint](#).
- Complete [Knife Skills Notesheet](#) during PowerPoint and demonstration.
- View [“How to Hold a Knife”](#) video clip via Youtube.
- Working independently, students will practice gripping the knife properly and cutting with a circular motion.
- Teacher demonstration of each of the five knife cuts (Rondelle, Julianne, Dice, Diagonal & Mince).
- Independently, students will practice each knife cut using play dough or various lab supplies.
- Independently, students will complete [“Knife Skills” lab](#), submitting their final cuts for a grade.

Assessments:

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

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- **Formative:**
 - [Knife Skills Note Sheet](#)
 - Knife Skills Practice- Teacher Observation & Intervention

- **Summative:**
 - [Knife Skills Foods Lab](#)

Extensions:

- [Knife Skills Crossword Puzzle](#)
- Prepare a recipe at home implementing at least three knife cuts demonstrated in class- students and parent must complete take home assignment evaluation form.

Correctives:

- Students will be given more time to complete activities and assessments.
- Students will be provided with plastic safety knives if needed.

Materials and Resources:

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

- Teacher- Created Materials:
 1. [Knife Skills PowerPoint](#)
 2. [Knife Skills Lab Evaluation](#)

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Unit 4: Vegetables

Time Frame: 12 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- What are the parts of a vegetable plant.
- How do you properly and safely store vegetables?
- How do you select ripe vegetables?
- How do you safely store vegetables (raw and cooked).
- What are the health benefits of consuming vegetables?
- What cooking methods are applied to preparing vegetables?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss [“Vegetable” PowerPoint](#).
- Complete corresponding [Vegetable note packet](#) to “Vegetable” PowerPoint.
- Label and identify the parts of a vegetable plant in a [“Vegetable” diagram](#).
- Complete [Vegetable Webquest](#).
- Classify vegetables using [“Classifying Vegetables”](#) worksheet.
- Complete [“Cooking Methods” chart](#)- citing the term, definition, and recipe examples.
- Within small groups, students will execute various recipes highlighting at least four different cooking methods.
- Students will be graded within foods lab using [“Food Lab Rubric”](#).
- Complete [Vegetable Test](#).

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Assessments:

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

- **Formative:**
 - [Vegetable Note Sheet](#)
 - [Vegetable Diagram](#)
 - [Vegetable WebQuest](#)
 - [Classifying Vegetables Worksheet](#)
 - [Vegetable Cooking Methods Chart](#)

- **Summative:**
 - [Vegetable Foods Labs](#)
 - [Vegetable Test](#)

Extensions:

- [Vegetable Crossword Puzzle](#)
- Prepare a recipe at home implementing one of the cooking methods demonstrated within class-student and parent must complete take home assignment evaluation form.

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Vegetable PowerPoint](#)
 2. [Vegetable Note Sheet](#)
 3. [Vegetable Diagram](#)
 4. [Vegetable Webquest](#)
 5. [Cooking Methods Chart](#)
 6. [Foods Lab Rubric](#)
 7. [Vegetable Test](#)

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Unit 5: Eggs

Time Frame: 13 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- What are the parts of an egg?
- How do you safely and properly store eggs and egg products?
- What are the health benefits for consuming eggs?
- What are the various egg preparation techniques?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss [“Egg” PowerPoint](#).
- Complete corresponding [note packet](#) to “Egg” PowerPoint.
- Label and identify the parts of a egg structure in [“Egg Diagram”](#) worksheet or a teacher designed hands on classroom activity.
- Complete [Egg Crossword](#) puzzle.
- View [Egg 101 Website & Video](#).
- Complete [Egg 101 Quiz](#) from the Egg 101 website.
- Within small groups, students will complete an [“Egg Cooking Method”](#) project demonstrating and explaining how each egg cooking method is executed properly.
- Students will complete a [“Meringue Stages”](#) lab activity - highlighting the stages of meringue.
- Students will complete various food labs to demonstrate various egg cooking methods.
- Students will be graded within food lab using the [“Food Lab Rubric”](#).
- Complete [Egg Unit Test](#) or teacher designed in class project.

Assessments:

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

- **Formative:**
 - [Egg Note Sheet](#)
 - [Egg Diagram](#)
 - [Egg Crossword Puzzle](#)
 - [Egg 101 Quiz](#)
 - [Egg Cooking Method Project](#)
 - [Meringue Stages Lab Activity](#)

- **Summative:**
 - Various Egg Foods Lab
 - [Egg Unit Test](#) or Corresponding Class Project

Extensions:

- View Alton Brown Egg Files and complete corresponding [worksheet](#).
- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Teacher created Foods Lab Challenge (i.e. Egg Salad Challenge or Will It Waffle Challenge).

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Egg PowerPoint](#)
 2. [Egg Note Sheet](#)
 3. [Egg Diagram](#)
 4. [Egg Crossword Puzzle](#)
 5. [Egg 101 Quiz](#)
 6. [Egg Cooking Method Project](#)
 7. [Meringue Stages Lab Activity](#)
 8. [Egg Unit Test](#) or Corresponding Class Project
 9. [Foods Lab Rubric](#)

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Unit 6: Poultry

Time Frame: 20 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- What are the different forms of poultry?
- What are the various cuts of poultry?
- What are the health benefits for consuming poultry?
- How do you properly and safely prepare poultry and poultry products?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss teacher created [“Poultry” PowerPoint](#).
- Complete corresponding [note packet](#) to “Poultry” PowerPoint.
- Complete [Poultry Crossword](#) puzzle.
- Complete [Poultry Webquest](#).
- Students will complete various foods labs to demonstrate the various poultry cooking methods.
- Students will complete foods lab focused around checking internal temperatures of poultry.
- Students will be graded within foods lab using teacher created [“Food Lab Rubric”](#).
- Complete teacher created [Poultry Unit Test](#) or teacher designed in class project.

Assessments:-

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

- **Formative:**
 - [Poultry Note Packet](#)
 - [Poultry Crossword Puzzle](#)
 - [Poultry Webquest](#)

- **Summative:**
 - [Various Poultry Foods Lab](#)
 - [Poultry Unit Test](#) or Corresponding Class Project

Extensions:

- Complete a [Menu Planning Challenge](#) activity.
- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Teacher created Poultry based dinner (ex. Friendsgiving or FACS Thanksgiving).

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Poultry PowerPoint](#)
 2. [Poultry Note Sheet](#)
 3. [Poultry Crossword Puzzle](#)
 4. [Poultry Webquest](#)
 5. [Poultry Unit Test](#) or Corresponding Class Project
 6. [Foods Lab Rubric](#)

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Unit 7: Cookies

Time Frame: 10 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- What impacts do baking ingredients have within baked goods?
- What are the different varieties of cookies?
- What are alternative ingredients that can be used within baked recipes?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Functions of Ingredients](#)" PowerPoint.
- Complete corresponding [note packet](#) to "Functions of Ingredients" PowerPoint.
- Students will complete the "[Great Ingredient Function Experiment](#)", comparing the functions of the seven basic baking ingredients.
- View, interact, and discuss "[Cookie](#)" Powerpoint.
- Complete the "Cookie Classification" worksheet.
- Complete [Cookie Webquest](#).
- Students will complete various foods labs to demonstrate the preparation method for the six varieties of cookies.
- Students will be graded within foods lab using "[Food Lab Rubric](#)".
- Complete [Cookie Unit Test](#) or teacher designed in class project.

Assessments:

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

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- **Formative:**
 - [Functions of Ingredients Note Packet](#)
 - [Great Ingredient Function Experiment](#)
 - Cookie Classification Worksheet
 - [Cookie Webquest](#)

- **Summative:**
 - [Various Cookie Foods Lab](#)
 - [Cookie Unit Test](#) or Corresponding Class Project

Extensions:

- View Alton Brown "[Chips of Sister Marsha](#)".
- [Cookies Around the World](#) activity.
- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Cookie [Crossword Puzzle](#) or [Word Search](#).

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Functions of Ingredients PowerPoint](#)
 2. [Functions of Ingredients Note Packet](#)
 3. [Cookie PowerPoint](#)
 4. [Great Ingredient Function Experiment](#)
 5. Cookie Classification Worksheet
 6. [Cookie Crossword Puzzle](#)
 7. [Cookie Webquest](#)
 8. [Cookie Unit Test](#) or Corresponding Class Project
 9. [Foods Lab Rubric](#)

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Unit 8: Pasta & Grains

Time Frame: 15 days

Standard(s):

[Family & Consumer Sciences Standards](#): 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Anchor(s):

[C.IE.1.1](#), [C.IE.2.1](#), [C.IE.3.1](#), [C.A.2.1](#), [C.A.3.1](#), [A1.1.1.1](#), [A1.1.1.2](#), [A1.1.1.4](#)

Eligible Content:

- What are various forms of pasta and grain products?
- How do you safely and properly prepare various pasta and grain products?
- What is a carbohydrate?
- What are the health benefits of carbohydrates or grain products?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Pasta & Grains](#)" PowerPoint.
- Complete corresponding [note packet](#) to "Pasta & Grains" PowerPoint.
- Label and identify the parts of a grain in "[Grain](#)" [diagram](#) worksheet or a teacher designed hands on classroom activity.
- Complete "[Identify the Pasta](#)" worksheet.
- Complete "[Pasta History Article](#)" worksheet.
- Students will prepare homemade pasta using the pasta machines in class.
- Students will complete various foods labs to demonstrate various pasta/grain preparation and cooking methods.

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- Students will be graded within foods lab using “[Food Lab Rubric](#)”.
- Complete Pasta Unit Test or teacher designed in class project.

Assessments:

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

Extensions:

- Types of [Pasta & Sauces Crossword Puzzle](#).
- View Good Eats “[Pantry Raid](#)”.
- Read and discuss “[Pasta Facts](#)” and complete “[Pasta Facts](#)” worksheet.
- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Foods Lab Challenge (i.e. Mac & Cheese Challenge).

Correctives:

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

Materials and Resources:

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

DELAWARE VALLEY SCHOOL DISTRICT

**Checklist to Complete and Submit:
(Scan and email)**

- _____ **Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.**
- _____ **The primary textbook form(s).**
- _____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name Beth Pavinich

First Reader/Reviewer Signature Beth Pavinich Date 05/05/2023

Second Reader/Reviewer Printed Name Lou DeLauro

Second Reader/Reviewer Signature Lou DeLauro Date 05-08-2023

DELAWARE VALLEY SCHOOL DISTRICT