

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Intermediate Foods B

Grade Level: 9-12

Date of Board Approval: 2023

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Planned Instruction

Course Weighting: Intermediate Foods B

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

Course Description:

This course is a continuation of skills learned during Intermediate Foods A. Students will use My Plate as a resource and continue demonstrating their knowledge of food preparation techniques. Units of study will include Knife Skills, Soups & Stews, Quick Breads & Yeast Breads Red Meats & Pork, Milk and Cheese, Pies & Pastries and Fruits. During this course, students will learn how to choose, prepare, and cook healthy foods from My Plate.

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

Curriculum Writing Committee: Leslie Peters

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:**
 - i. Kitchen Safety & Sanitation, Measuring, Mise en Place, & Recipe Review
 - ii. Knife Skills
 - iii. Soups & Stews
 - iv. Quick Bread vs. Yeast Bread
- **Goals:**
 - i. Review safety and sanitation methods to ensure a clean and safe kitchen environment
 - ii. Implement kitchen safety procedures within a lab experience
 - iii. Demonstrating knowledge of proper measuring techniques, abbreviations, and equivalents
 - iv. Apply concepts described within a provided recipe
 - v. Demonstrate safe knife handling techniques and demonstrate the ability to execute various knife cuts
 - vi. Identify preparation techniques and implement various cooking methods within various soups and stew recipes
 - vii. Compare and contrast preparation methods and techniques for quick breads and yeast breads
- **Big Idea(s):** 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. Dairy
 - ii. Beef
 - iii. Pies & Pastries
 - iv. Fruit
- **Goals:**
 - i. Implement preparation techniques and cooking methods to prepare various dairy based recipes
 - ii. Identify safe handling and storing techniques for processing and preparing beef
 - iii. Implement preparation techniques and cooking methods for beef based recipes
 - iv. Implement knife skills and cooking methods for fruit based recipes

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- v. Implement measuring techniques and cooking methods for baked goods.
- **Big Idea(s):** Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

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, Measuring, Choose My Plate,
Mise en Place, & Recipe Review

Time Frame: 5 days

Standard(s):

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

Anchor(s):

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

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?
- 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 describe food safety and sanitation principles. (DOK 2)
- Students will demonstrate the proper way to wash their hands. (DOK 3)
- Students will employ proper food handling and storage techniques. (DOK 3)
- Students will compare and contrast between sanitary practices and unsanitary practices within a kitchen environment.(DOK 2)
- Students will illustrate ways to prevent common kitchen accidents. (DOK 3)
- Students will classify food within their diets into the proper food groups. (DOK 1)
- Students will assess their diets for areas of strengths and weaknesses in comparison to the recommended daily intake according to ChooseMyPlate.gov. (DOK 3)
- Students will apply concepts described within a provided recipe. (DOK 4)
- Students will implement mise en place within each food lab experience. (DOK 4)
- Students will cite evidence as to the causes of foodborne illness samples. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss “[Kitchen Safety & Sanitation Review](#)” PowerPoint.
- Complete corresponding [review sheet](#) to “Kitchen Safety & Sanitation PowerPoint”.
- Students will complete a “[Personal Cleanliness](#)” worksheet- focused on identifying sanitary procedures within the kitchen environment.
- Complete “[Understanding a Recipe](#)” worksheet- reviewing the key components of a recipe.
- Complete teachers choice of [foods lab](#) activity reviewing how to read a recipe, measurement, communication, and group development.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - [Kitchen Safety & Sanitation Review Sheet](#)
 - [Personal Cleanliness Worksheet](#)
 - [Understanding a Recipe Worksheet](#)
- **Summative:**
 - Teacher Choice- [Foods Lab](#)

Extensions:

- Review “[Choose My Plate Powerpoint](#)” or “[Choose My Plate Webquest](#)” reviewing the components and nutritional guidelines of each of the five food groups.
- Research and report on recent Foodborne Illness outbreaks.
- Create a pamphlet on ways to prevent common kitchen accidents.
- Kitchen Safety & Sanitation Crossword or Word Search.

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Kitchen Safety & Sanitation PowerPoint](#)
 2. [Kitchen Safety & Sanitation Review Sheet](#)
 3. [Personal Cleanliness Worksheet](#)
 4. [Understanding a Recipe Worksheet](#)
 5. [Foods Lab](#)

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Unit 2: Knife Skills

Time Frame: 3 days

Standard(s):

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

Anchor(s):

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

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 foods lab experience. (DOK 4)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss “[Knife Skills](#)” PowerPoint.
- Complete corresponding [note sheet](#) to “Knife Cuts” PowerPoint.
- 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 review of each of the five knife cuts.
- Independently, students will practice each knife cut using the provided play dough.
- Within small groups, students will complete “[Knife Skills](#)” lab, which will focus on their final knife cuts for a grade.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - Knife Play Dough Practice- Teacher Observation & Intervention
- **Summative:**
 - [Knife Skills Foods Lab](#)

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Extensions:

- 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 Note sheet](#)
 3. [Knife Skills Lab Directions](#)
 4. [Knife Skills Lab Evaluation](#)

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Unit 3: Soups & Stews

Time Frame: 14 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What is the difference between stocks and broths?
- What are the main categories of soups?
- What are the components of a roux?
- What is a mire poix?
- How do you saute?
- What is the difference between simmer and boil?

Objectives:

- Students will summarize the differences between a stock and a broth. (DOK 2)
- Students will identify the two types of soups. (DOK 1)
- Students will compare and contrast cream and puree soups. (DOK 2)
- Students will apply concepts to prepare a roux. (DOK 4)
- Students will compare and contract chowders, bisques, and cold soups. (DOK 2)
- Students will apply concepts to prepare a mirepoix. (DOK 4)
- Students will demonstrate their ability to sauté. (DOK 2)
- Students will distinguish the difference between a simmer and a boil. (DOK 2)
- Students will define reconstitute, condensed, and dehydrate. (DOK 1)
- Students will apply concepts to compare ingredients from a homemade soup to a premade version of that soup. (DOK 4)
- Students will create soups highlighting the various preparation and cooking methods. (DOK 4)
- Students will apply concepts described within the provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Soup & Casserole](#)" PowerPoint.
- Complete corresponding [note packet](#) to "Soup & Casserole" PowerPoint.
- Complete [Soup & Casserole Crossword puzzle](#).
- Students will complete a "Roux" lab activity - highlighting the different stages of roux and their purpose.
- Students will complete a "[Unit Pricing](#)" worksheet on calculating unit pricing and comparison shopping.
- Students will complete a "[Soup Cost Comparison](#)" worksheet- focused on the price comparison of a homemade soup to a prepared version of that soup.

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- Within small groups, students will execute various recipes highlighting various knife skills & cooking techniques.
- Students will be graded within the food lab using a "[Foods Lab Rubric](#)".
- Review key components for Soup & Casserole Test through a teacher created review activity.
- Complete [Soup & Casserole Test](#).

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
 - Soup/Casserole Review Game
- **Formative:**
 - [Soup & Casserole Note Packet](#)
 - [Soup & Casserole Crossword Puzzle](#)
 - [Unit Pricing Worksheet](#)
 - [Soup Cost Comparison](#)
- **Summative:**
 - Roux Lab Activity
 - [Multiple Soup Foods Lab](#)
 - [Soup & Casserole Test](#)

Extensions:

- 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. [Soup & Casserole PowerPoint](#)
 2. [Soup & Casserole Note Sheet](#)
 3. [Soup & Casserole Crossword Puzzle](#)
 4. Homemade Roux Activity
 5. [Unit Pricing Worksheet](#)
 6. [Soup Cost Comparison](#)
 7. [Foods Lab Rubric](#)
 8. [Soup & Casserole Test](#)

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Unit 4: Quick Breads vs. Yeast Breads.

Time Frame: 23 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What are the seven basic baking ingredients and what are their roles?
- How do you select appropriate leavening agents for a recipe?
- What are the difference between quick breads and yeast breads?
- What are the parts of a grain kernel?
- What are the three mixing methods for quick breads?
- How do you store quick and yeast breads?

Objectives:

- Students will identify the seven basic baking ingredients. (DOK 1)
- Students will make observations and construct an understanding for the roles each of the seven basic ingredients serve in a quick bread or yeast bread recipe. (DOK 4)
- Students will apply concepts to properly select the appropriate leavening agent within a recipe. (DOK 4)
- Students will identify & label the components of a grain kernel. (DOK 1)
- Students will investigate the role gluten plays within quick breads and yeast breads. (DOK 3)
- Students will differentiate between the three mixing methods for quick breads. (DOK 3)
- Students will be able to apply concepts through their preparation techniques of quick breads and yeast breads. (DOK 4)
- Students will be able to describe storage techniques of quick breads and yeast breads to ensure an accurate shelf life. (DOK 2)
- Students will create quick breads and yeast breads highlighting the various preparation and cooking methods. (DOK 4)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Students will complete "[What's My Function](#)" lab activity - highlighting the seven different baking ingredients and their role within recipes.
- View, interact, and discuss "[Quick Bread vs. Yeast Bread](#)" PowerPoint.
- Complete corresponding [note packet](#) to "Quick Bread vs. Yeast Bread" PowerPoint.
- Complete [Quick Bread vs. Yeast Bread Crossword puzzle](#).
- View, interact, and discuss "[Quick Bread PowerPoint](#)".
- Complete corresponding [note packet](#) to "Quick Bread" PowerPoint.

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- Students will complete “[Muffin/Cupcake Leavening Agent Experiment](#)” lab activity- demonstrating the effects of leavening agents within Quick Bread recipes.
- View, interact, and discuss “[Yeast Bread](#)” PowerPoint.
- Students will complete “[Yeast Bread Webquest](#)”.
- Within small groups, students will execute various recipes highlighting preparation techniques and mixing methods for quick breads and yeast breads.
- Students will be graded within the foods lab using the “[Foods Lab Rubric](#)”.
- Review key components for Quick Bread vs. Yeast Bread Test through a teacher created review activity.
- Complete “[Quick Bread vs. Yeast Bread Test](#)” or Corresponding Class Project.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - [What’s My Function Lab Activity](#)
 - [Quick Bread vs. Yeast Bread Note Packet](#)
 - [Quick Bread vs. Yeast Bread Crossword Puzzle](#)
 - [Muffin/Cupcake Leavening Agent Experiment](#)
 - [Quick Bread Note Packet](#)
 - [Yeast Bread Webquest](#)
- **Summative:**
 - [Various Quick Bread/Yeast Bread Foods Lab](#)
 - [Quick Bread vs. Yeast Bread Unit Test](#) or Corresponding Class Project

Extensions:

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- students and parent must complete the take home assignment evaluation form.
- View Alton Brown- [Dr. Strangeload Episode](#) from Good Eats focusing on Yeast Breads.
- Teacher created Foods Lab Challenge (i.e. Muffin Wars or Cupcake Wars)
- [Bake for Good Program](#) offered through King Arthur Bread Company.

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [What’s My Function Lab Activity](#)
 2. [Quick Bread vs. Yeast Bread PowerPoint](#)
 3. [Quick Bread vs. Yeast Bread Note Sheet](#)
 4. [Quick Bread vs. Yeast Bread Crossword Puzzle](#)
 5. [Muffin/Cupcake Leavening Agent Experiment](#)

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6. [Quick Bread PowerPoint](#)
7. [Quick Bread Note Packet](#)
8. [Yeast Bread PowerPoint](#)
9. [Yeast Bread Webquest](#)
10. [Quick Bread vs. Yeast Bread Unit Test](#)
11. [Foods Lab Rubric](#)

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Unit 5: Dairy

Time Frame: 15 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What health benefits are found within dairy products?
- What is pasteurization?
- What is homogenization?
- What are milk alternatives?
- What are curds and whey?
- What are the main ingredients used in the cheese making process?
- What are the different varieties of cheese?
- What is the difference between scorch and scald?
- What key nutritional information is found on a nutritional facts label?

Objectives:

- Students will identify at least five nutritional benefits found in dairy products. (DOK 1)
- Students will compare and contrast the differences between pasteurization and homogenization. (DOK 3)
- Students will compare and contrast nutritional differences between the different varieties of milk. (DOK 3)
- Students will investigate milk alternatives for individuals who are lactose intolerant. (DOK 3)
- Students will recall the daily recommended serving size of Dairy according to ChooseMyPlate.gov. (DOK 1)
- Students will critique and analyze nutrition facts labels of various drinks to compare sugar and sodium content. (DOK 4)
- Students will be able to locate and identify curd and whey in the cheese making process. (DOK 1)
- Students will be able to identify the four ingredients in cheese making and recognize the three components that develop the flavor of cheese. (DOK 2)
- Students will be able to distinguish between the five varieties of cheese based. (DOK 4)
- Students will apply safe handling and storing techniques for processing and preparing dairy products. (DOK 3)
- Students will differentiate between scorched and scalded milk. (DOK 4)
- Students will be able to locate key information on a milk label. (DOK 1)
- Students will create dishes demonstrating different preparation and cooking methods for Dairy. (DOK 4)
- Students will apply concepts described within the provided recipe. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss “[Dairy](#)” PowerPoint.
- Complete corresponding [note packet](#) to “Dairy” PowerPoint.
- Complete [Dairy Word Search puzzle](#).
- Students will complete a “Scorch vs. Scald” Pudding lab activity - focusing on the difference between scorch and scald in a milk based recipe.
- Students will complete various food labs to demonstrate the dairy cooking & preparation methods.
- Students will be graded within the foods lab using the “[Food Lab Rubric](#)”.
- Complete [Dairy Unit Test](#) or teacher designed in class project.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - [Dairy Note Packet](#)
 - [Dairy Word Search Puzzle](#)
 - Scorch vs. Scald Pudding Lab Activity
- **Summative:**
 - [Various Dairy Foods Lab](#)
 - [Dairy Unit Test](#) or Corresponding Class Project

Extensions:

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Complete a [Milk Tasting Test](#) - highlighting the different varieties of milk and milk alternatives while comparing nutritional attributes of each milk.
- Complete a “[Rethink Your Drink](#)” sugar comparison activity- implementing practice of reading a nutrition facts label and evaluating the sugar content of various drinks.
- Complete a [Cheese Taste Test](#) - distinguishing between the five varieties of cheese and comparing costs of each cheese.
- Prepare homemade mozzarella cheese as an in class lab experiment.
- Teacher created Foods Lab Challenge (i.e. Grilled Cheese Challenge or Ice Cream Challenge)

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Dairy PowerPoint](#)
 2. [Dairy Note Sheet](#)
 3. [Dairy Word Search Puzzle](#)
 4. Scorch vs. Scald Lab Activity
 5. [Dairy Unit Test](#) or Corresponding Class Project
 6. [Foods Lab Rubric](#)

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Unit 6: Beef Unit

Time Frame: 18 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What are the nine primal cuts of beef?
- What health benefits do beef products provide?
- How is beef processed and graded?
- How do you safely and properly prepare beef products?
- Identify and define cooking methods that are used to prepare beef products?
- What beef alternatives are available in the market?
- What key nutritional and pricing information is found on a beef label.

Objectives:

- Students will locate and identify the nine primal cuts of beef. (DOK 1)
- Students will compare and contrast nutritional benefits of the various primal cuts. (DOK 3)
- Students will identify essential nutrients found within beef. (DOK 2)
- Students will describe how beef is processed and graded. (DOK 2)
- Students will apply safe handling and storing techniques for processing and preparing beef. (DOK 3)
- Students will develop a logical argument behind selecting certain fabricated cuts for specific cooking methods. (DOK 4)
- Students will identify the doneness of beef according to its internal temperature. (DOK 2)
- Students will create dishes demonstrating the at least five of the seven different cooking methods for beef. (DOK 4)
- Students will recall the daily recommended serving size of protein according to ChooseMyPlate. (DOK 1).
- Students will be able to identify beef alternatives. (DOK 1)
- Students will interpret information found on beef packaging. (DOK 2)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Beef](#)" PowerPoint.
- Complete corresponding [note packet](#) to "Beef" PowerPoint.
- Complete [Beef Crossword puzzle](#).
- Students will complete a "[Primal Cuts](#)" activity or worksheet- highlighting their understanding of the nine primal cuts and identify suspension and locomotive muscles.
- Students will work in small groups to complete the "[Beef Cooking Method](#)" project defining the seven cooking methods, identifying whether they are moist or dry cooking methods, and recalling fabricated cuts suggested for this cooking method.

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- Students will complete "[Beef Cooking Method Worksheet](#)" highlighting key information from the Beef Cooking Method Project Presentations.
- Students will complete "Slider Burger Lab" activity - focusing on identifying internal temperatures/doneness within beef.
- Students will complete a "[Beef Label Quiz](#)"- focusing on the components of a beef label and reading and interpreting the information correctly.
- Students will complete various food labs to demonstrate the various beef cooking methods.
- Students will be graded within the food lab using the "[Food Lab Rubric](#)".
- Complete [Beef Unit Test](#) or teacher designed in class project.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - [Beef Note Packet](#)
 - [Beef Crossword Puzzle](#)
 - [Primal Cuts Activity](#)
 - [Beef Cooking Method Worksheet](#)
 - Slider Burger Lab Activity
 - [Beef Label Quiz](#)
- **Summative:**
 - [Beef Cooking Method Project](#)
 - [Various Beef Foods Lab](#)
 - [Beef Unit Test](#) or Corresponding Class Project

Extensions:

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Research beef alternatives and compare nutritional benefits to that of Red Meat.
- Invite a guest speaker from the Pennsylvania Beef Council to help inform students of how beef is raised, processed, nutritional benefits, and different cooking methods for various cuts.

Correctives:

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

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Materials and Resources:

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

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Unit 7: Pies & Pastries

Time Frame: 7 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What ingredients are found in a pastry crust?
- How do you lattice a pie crust?
- How do you flute the edge of a pie crust?

Objectives:

- Students will identify and explain the purpose for the the four key ingredients in a pastry crust. (DOK 2)
- Students will prepare a pastry crust. (DOK 4)
- Students will prepare a crumb crust. (DOK 4)
- Students will implement a lattice design on a pie. (DOK 4)
- Students will demonstrate fluting on the edge of a pastry crust. (DOK 4)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Pies & Pastries](#)" PowerPoint.
- Complete corresponding [worksheet](#) to "Pies & Pastries" PowerPoint.
- Students will complete a "Pastry Crust" lab activity - highlighting the components of a pastry crust and demonstrating fluting & lattice design.
- Students will complete various food labs to demonstrate the preparation method for pies including pastry crusts and crumb crusts.
- Students will be graded within the food lab using the "[Food Lab Rubric](#)".
- Complete [Pies & Pastries Unit Test](#) or Corresponding Class Project.

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - [Pies & Pastries Worksheet](#)
 - Pastry Crust Lab Activity
- **Summative:**
 - [Various Pies & Pie Crusts Foods Lab](#)
 - [Pies & Pastries Unit Test](#) or Corresponding Class Project

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Extensions:

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

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 1. [Pies & Pastries PowerPoint](#)
 2. [Pies & Pastries Worksheet](#)
 3. Pastry Crust Lab Activity
 4. [Pies & Pastries Unit Test](#) or Corresponding Class Project
 5. [Foods Lab Rubric](#)

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Unit 8: Fruits

Time Frame: 5 days

Standard(s):

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

Anchor(s):

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

Eligible Content:

- What are the eight categories of fruit?
- How can you tell if fruit is ripe?
- What are spoilage signs for fruits?
- What nutritional benefits do fruits contain?
- How are fresh and packaged fruits different nutritionally?

Objectives:

- Students will identify and classify fruit based on the eight categories of fruit. (DOK 2)
- Students will distinguish between ripe and unripe fruit. (DOK 1)
- Students will recall the daily recommended serving size of Dairy according to ChooseMyPlate.gov. (DOK 1)
- Students will compare and contrast nutritional benefits of fresh fruit to processed or packaged fruit. (DOK 3)
- Students will demonstrate knife skills to prepare fruit based dishes. (DOK 4)
- Students will apply concepts described within a provided recipe. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- View, interact, and discuss "[Fruit](#)" PowerPoint.
- Students will complete a "Fruit Salad" lab activity - highlighting different knife cuts for a variety of fruits.
- Students will complete various food labs to demonstrate preparation techniques of various fruits.
- Students will be graded within the food lab using the "[Foods Lab Rubric](#)".

Assessments:

- **Diagnostic:**
 - Motivating activities and questioning
 - Warm Up Activity
 - Exit Ticket Strategies
- **Formative:**
 - "Fruit Salad" Lab Activity
- **Summative:**
 - [Various Fruit Based Foods Lab](#)

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Extensions:

- Prepare a recipe at home implementing one of the cooking methods demonstrated within class- student and parent must complete take home assignment evaluation form.
- Complete a class [fruit tasting](#) of local and imported fruits.
- Fruit Crossword Puzzle or Word Search.

Correctives:

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

Materials and Resources:

- Teacher- Created Materials:
 6. [Fruit PowerPoint](#)
 7. Fruit Salad Lab Activity
 8. [Foods Lab Rubric](#)