

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	GETTING STARTED IN THE KITCHEN		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b>STANDARDS</b> FCS 11.3.12 B,C,D,E,F</p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>DEMONSTRATE KNOWLEDGE AND APPLICATION OF CORRECT OPERATION AND MAINTENANCE OF KITCHEN (CLASSROOM) TOOLS AND EQUIPMENT.</li> <li>DEMONSTRATE KNOWLEDGE AND APPLICATION OF PROPER SAFETY PROCEDURES WITH KITCHEN (CLASSROOM) FOOD PRODUCTION AND EQUIPMENT.</li> <li>RECOGNIZE CAUSES, SYMPTOMS AND PREVENTION OF COMMON FOOD BORNE ILLNESSES.</li> <li>DEMONSTRATE AND PRACTICE A HIGH STANDARD OF PERSONAL AND KITCHEN CLEANLINESS BASED ON HAACP STANDARDS.</li> </ol>	<ol style="list-style-type: none"> <li>VOCABULARY QUIZ (CHAPTER 13 AND 6)</li> <li>STUDENT ACTIVITIES (CHAPTER 13 AND 6)</li> <li>CHAPTER 13 AND 6 STUDY SHEET</li> <li>CHAPTER 13 AND 6 TEST</li> </ol>	<p>CHAPTER 13 – GETTING STARTED IN THE KITCHEN</p> <ol style="list-style-type: none"> <li>TEACHER INSTRUCTION/POWERPOINT</li> <li>TERMS TO KNOW/VOCABULARY</li> <li>STUDENT ACTIVITY GUIDE</li> <li>CHAPTER 13 STUDY SHEET</li> <li>CHAPTER 13 TEST</li> </ol> <p>CHAPTER 6 – SAFEGUARDING THE FAMILY HEALTH</p> <ol style="list-style-type: none"> <li>TEACHER INSTRUCTION/POWERPOINT</li> <li>VOCABULARY</li> <li>STUDENT ACTIVITY GUIDE</li> <li>CHAPTER 6 STUDY SHEET</li> <li>CHAPTER 6 QUIZ</li> </ol>
<b>ENRICHMENT:</b>	<ol style="list-style-type: none"> <li>CREATE A BULLETIN BOARD TO TEACH MEASURING BASICS.</li> <li>DEVELOP A STUDY GUIDE OR FLASHCARD OR GAME TO STUDY FOR THE “FOOD PREPARATION TERMS”</li> </ol>		
<b>REMEDIATION:</b>	<p>READ CHAPTER 13 AND CHAPTER 6 COMPLETE</p> <ol style="list-style-type: none"> <li>TERMS TO KNOW</li> <li>REVIEW WHAT YOU HAVE READ</li> <li>BUILD YOUR BASIC SKILLS</li> <li>BUILD YOUR THINKING SKILLS</li> <li>USING WORKPLACE SKILLS</li> </ol>		
<b>RESOURCES:</b>	TEXTBOOK: GUIDE TO GOOD FOOD		

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	MEAL PLANNING/CONSUMERISM		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b>STANDARDS</b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b> PLAN NUTRITIOUS MENUS USING MEAL</p> <ol style="list-style-type: none"> <li>PATTERNS BASED ON MY PLATE.</li> <li>PREPARE A FAMILY FOOD.</li> <li>BUDGET</li> <li>PLAN MENUS WITH AN APPEALING VARIETY OF FLAVORS, COLORS, TEXTURES, SHAPES, SIZES, AND TEMPERATURES.</li> <li>DESCRIBE RESOURCES A MEAL MANAGER CAN UTILIZE AS ALTERNATIVES TO TIME AND ENERGY</li> </ol>	<ol style="list-style-type: none"> <li>STUDENT ACTIVITIES</li> <li>VOCABULARY (CHAPTER 11 AND 12)</li> <li>CHAPTER 11 AND 12 STUDY SHEET</li> <li>CHAPTER 11 AND 12 QUIZ</li> </ol>	<ol style="list-style-type: none"> <li>CHAPTER 11 TEACHER INSTRUCTION /POWERPOINT</li> <li>VOCABULARY</li> <li>STUDENT ACTIVITY GUIDE</li> <li>CHAPTER 11 STUDY SHEET</li> <li>CHAPTER 11 QUIZ</li> <li>CHAPTER 12 TEACHER INSTRUCTION/POWERPOINT</li> <li>STUDENT ACTIVITY GUIDE</li> <li>CHAPTER 12 STUDENT STUDY SHEET</li> <li>CHAPTER 12 QUIZ</li> </ol>
<b>ENRICHMENT:</b>	STUDENTS WILL DEVELOP A WORK SIMPLIFICATION TECHNIQUE. EACH TECHNIQUE SHOULD DEMONSTRATE THE SIMPLIFICATION OF TIME AND ENERGY IN THE FOLLOWING WAYS		
<b>REMEDIATION:</b>	READ CHAPTER 11 AND CHAPTER 12 COMPLETE <ol style="list-style-type: none"> <li>TERMS TO KNOW</li> <li>REVIEW WHAT YOU HAVE READ</li> <li>BUILD YOUR BASIC SKILLS</li> <li>BUILD YOUR THINKING SKILLS</li> </ol>		
<b>RESOURCES:</b>	TEXTBOOK: GUIDE TO GOOD FOOD		

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	INTRODUCTION TO PRINCIPLES OF FOOD PREPARATION		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b>STANDARD</b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>DEMONSTRATE THE PROPER TECHNIQUES FOR TABLE SETTING AND MANNERS.</li> <li>IDENTIFY THE KEY CONSUMER CONSIDERATIONS FOR PURCHASING AN APPLIANCE.</li> <li>DEMONSTRATE THE PROPER USAGE AND FUNCTION OF VARIOUS EQUIPMENT, UTENSILS AND TOOLS.</li> </ol>	<ol style="list-style-type: none"> <li>STUDY ACTIVITY SHEETS</li> <li>VOCABULARY</li> <li>CHAPTER STUDY SHEET</li> <li>QUIZ</li> </ol>	<ol style="list-style-type: none"> <li>CHAPTER 8 TEACHER INSTRUCTION/POWERPOINT</li> <li>CHAPTER 9 STUDY SHEET</li> <li>CHAPTER 10 TEACHER INSTRUCTION/POWERPOINT <ol style="list-style-type: none"> <li>EQUIPPING YOUR KITCHEN</li> <li>UTENSILS IN ACTION</li> </ol> </li> <li>SMALL EQUIPMENT COMPARISON</li> <li>STUDENT ACTIVITY GUIDE <ol style="list-style-type: none"> <li>SMALL EQUIPMENT IDENTIFICATION</li> <li>MATERIALS COMPARISON</li> <li>EQUIPMENT REVIEW</li> </ol> </li> <li>CHAPTER 10 STUDY SHEET</li> </ol>

<b>ENRICHMENT:</b>	STUDENTS WILL PLAN A CASUAL RECEPTION FOR FACULTY. THEY MUST: <ol style="list-style-type: none"> <li>PLAN A SIMPLE MENU</li> <li>CHOOSE DINNERWARE, FLATWARE, BEVERAGE WARE, TABLE LINENS, AND A CENTERPIECE THAT COMPLEMENTS THE FOOD AND ATMOSPHERE BEING CREATED.</li> <li>SET THE TABLE ACCORDINGLY.</li> </ol>
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<b>REMEDATION:</b>	<p>READ CHAPTER 8 (PAGE 150-163) CHAPTER 9 (PAGE 164-184) CHAPTER 10 (PAGE 185-198)</p> <p>COMPLETE</p> <ol style="list-style-type: none"> <li>TERMS TO KNOW</li> <li>REVIEW WHAT YOU HAVE READ</li> <li>BUILD YOUR BASIC SKILLS</li> <li>BUILD YOUR THINKING SKILLS</li> <li>APPLY TECHNOLOGY</li> <li>USING WORKPLACE SKILLS</li> </ol>
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<b>RESOURCES:</b>	TEXTBOOK: GUIDE TO GOOD FOOD
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<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Nutrition		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b>STANDARD STATEMENT E</b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Assess the effect of nutrients on health, appearance, and peak performance.</li> <li>Research the relationship of nutrition and wellness to individual and family health throughout the lifespan.</li> <li>Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.</li> <li>Appraise sources of food and nutrition information, including food labels, related health and wellness.</li> </ol>	<ol style="list-style-type: none"> <li>Vocabulary quizzes</li> <li>Chapter 2 activities A, B, C, D</li> <li>Chapter 3 activities C and D</li> <li>Study Sheet Chapter 2 and 3</li> <li>Quiz Chapter 2 and 3</li> </ol>	<ol style="list-style-type: none"> <li>Nutritional Needs Chapter 2 PowerPoint</li> <li>Vocabulary</li> <li>Teacher directed instruction</li> <li>Nutrient Facts; Activity A</li> <li>Nutrient Deficiencies and Excesses; Activity B</li> <li>Nutrition Crossword; Activity C (Vocabulary Reinforcement)</li> <li>Vitamin Discoveries; reproducible master 2-3 (reading)</li> <li>Chapter 2 Study Guide: Nutritional Needs; reproducible 2-5</li> <li>11. Chapter 3 Power Point</li> <li>Vocabulary</li> <li>Chapter 3 Study Sheet</li> </ol>

<b>ENRICHMENT:</b>	Develop a HEALTHFUL FOOD CHOICES Plan to be displayed in the cafeteria. Students should include posters, banners, flyers, brochures and pamphlets to be available to cafeteria students.
<b>REMEDIATION:</b>	Read chapter 2 and 3. Complete: <ol style="list-style-type: none"> <li>Review What You Have Read</li> <li>Build Critical Thinking Skills</li> <li>Develop Common Core Skills</li> <li>Apply Technology</li> <li>Practice Career Readiness</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Grains		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b> Students will demonstrate how:</p> <ol style="list-style-type: none"> <li>Heat and liquid affect the starches in cereals and grains.</li> <li>To properly prepare cooked breakfast cereals, rice, and pasta.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Grains and Grain Products</li> <li>Breakfast Cereal Comparison</li> <li>Cooking Starches and Cereals</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 14 Study Sheet</li> <li>Recipe – Rice (Chinese Fried Rice)</li> </ol>

<b>ENRICHMENT:</b>	Research the use of grains in other cultures. Prepare a visual presentation of how grains are prepared and eaten in other areas of the world
<b>REMEDATION:</b>	Read Chapter 14 <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Vegetables		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate how to properly select and store vegetables to maintain maximum nutrition</li> <li>Students will practice food science principle in the preparation of vegetables to maintain maximum nutrition.</li> <li>Students will choose the correct method of vegetable preparation to preserve color, texture, flavor, and nutrient.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Selecting and Storing Vegetables</li> <li>Cooking Vegetables by Class</li> <li>The Vegetable Cook</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 15 Study Sheet</li> <li>Chapter 15 Quiz</li> <li>Recipe – Vegetable Pasta Primavera</li> </ol>

<b>ENRICHMENT:</b>	Create a brochure or pamphlet for parents. Investigate a specific vegetable and develop a brochure which will include: Vegetable name and scientific name, Group or class, Nutritional information, Fun Facts, Preparation techniques, Recipes, Games (word search, crossword etc)
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<b>REMEDIATION:</b>	Read Chapter 15 Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
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<b>RESOURCES</b>	Textbook: Guide to Good Food
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<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Fruits		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate how to properly select and store fruits to maintain maximum nutrition</li> <li>Students will practice food science principle in the preparation of fruits to maintain maximum nutrition.</li> <li>Students will choose the correct method of fruit preparation to preserve color, texture, flavor, and nutrients.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Fruit Scramble</li> <li>Mixed Fruit</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 16 Study Sheet</li> <li>Chapter 16 Quiz</li> <li>Recipe – Individual Fruit Crisp (Seasonal Fruits)</li> </ol>

<b>ENRICHMENT:</b>	Prepare a marketing campaign for fruit.
<b>REMEDIATION:</b>	Read Chapter 16 Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Dairy		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT E</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will identify the factors affecting the selection of dairy products.</li> <li>Students will describe guidelines for preventing unsafe or adverse reactions when cooking with dairy products.</li> <li>Students will properly prepare a variety of dishes using milk, cream, cheese, and other dairy products.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Dairy Product Variety</li> <li>Cooking With Milk</li> <li>Dairy Products Crossword (Vocabulary)</li> <li>Preparing Desserts</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 17 Study Sheet</li> <li>Chapter 17 Quiz</li> <li>Recipe – <ol style="list-style-type: none"> <li>Butter</li> <li>Macaroni and cheese</li> <li>Pudding</li> </ol> </li> </ol>

<b>ENRICHMENT:</b>	Write a report on: <ol style="list-style-type: none"> <li>Milk Production in the State of Pennsylvania</li> <li>Product development in the dairy industry</li> <li>Lactose intolerance</li> </ol>
<b>REMEDIATION:</b>	Read Chapter 17 and Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food



<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Eggs		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT E</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will list factors affecting the production and selection of safe eggs for consumption.</li> <li>Students will utilize the food science principles and cooking methods for safe cooking of eggs.</li> <li>Students will properly cook eggs and egg recipes.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Selecting and Storing Eggs</li> <li>Functions of Eggs</li> <li>Egg Dishes</li> <li>Scrambled Eggs</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 18 Study Sheet</li> <li>Chapter 18 Quiz</li> <li>Recipes – <ol style="list-style-type: none"> <li>Hard Boiled Eggs</li> <li>Deviled Eggs</li> <li>Mini Breakfast Frittata</li> </ol> </li> </ol>

<b>ENRICHMENT:</b>	Create a scientific experiment to demonstrate how the egg functions in different recipes.
<b>REMEDATION:</b>	Read Chapter 18 Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Meat		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate how to properly store meats to maintain quality and nutrition.</li> <li>Students will utilize the food science principles and methods to prepare meats properly.</li> <li>Students will prepare recipes using the moist and the dry method of meat preparation.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>The Meat Case</li> <li>Tough or Tender?</li> <li>Buying and Storing Meat</li> <li>Cooking Meats</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 19 Study Sheet</li> <li>Chapter 19 Quiz</li> <li>Recipe – (full meal) <ol style="list-style-type: none"> <li>Mini Meatloaf</li> <li>Mashed potatoes</li> <li>Green beans</li> </ol> </li> </ol>
<b>ENRICHMENT:</b>	Create a presentation on the use of meats in other cultures. The information should include: <ol style="list-style-type: none"> <li>List of animals used for meat</li> <li>Preparation techniques</li> <li>Description of popular meat dishes in that culture</li> <li>Social customs</li> <li>Dietary customs</li> </ol>		
<b>REMEDIATION:</b>	Read Chapter 19 and Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>		
<b>RESOURCES:</b>	Textbook: Guide to Good Food		

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation - Poultry		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>UNIT OF INSTRUCTION</b>	<p><b><u>STANDARD STATEMENT E</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will identify how to properly purchase and store poultry to maintain freshness and quality.</li> <li>Students will identify the food science principles of the proper and safe method of poultry preparation.</li> <li>Students will prepare poultry with the moist and dry method of preparation</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Teacher Demonstration - How to cut up a chicken</li> <li>Student Activity Guide               <ol style="list-style-type: none"> <li>Poultry Pointers</li> <li>Selecting and Storing Poultry</li> <li>Cooking Poultry</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 20 Study Sheet</li> <li>Chapter 20 Quiz</li> <li>Recipes               <ol style="list-style-type: none"> <li>Chicken Stock</li> <li>Arroz con Pollo</li> </ol> </li> </ol>

**ENRICHMENT:** Prepare a brochure about the importance of using a thermometer to check the doneness of poultry at holiday meals. The brochure should also discuss how to properly store and reheat leftovers.

**REMIEDIATION:** Read Chapter 20 Complete

- Terms to Know
- Review What You Have Read
- Build Basic Skills
- Build Your Thinking Skills

**RESOURCES:** Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation – Salads, Casseroles, and Soups		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b>STANDARD STATEMENT E</b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate how to properly prepare a salad, casserole and soup.</li> <li>Students will maintain nutrition through the preparation of the recipes</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Salads</li> <li>Casserole Preparation Guide</li> <li>Stock Soups</li> <li>Herb, Spices, and Blends</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 22 Study Sheet</li> <li>Chapter 22 Quiz</li> <li>Recipes: <ol style="list-style-type: none"> <li>Salad – Green Salad</li> <li>Casserole – Lasagna</li> <li>Soup – Beef Barley Vegetable</li> </ol> </li> </ol>

<b>ENRICHMENT:</b>	Organize a canned and packaged food drive for the needy people of the community. Place cans of protein foods, vegetables, and cream soups in bags with packaged rice and pasta. Students will write recipe suggestions for combining the food items in each bag into a casserole. Distribute the foods throughout the local community.
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<b>REMEDIATION:</b>	<p>Read Chapter 22 Complete</p> <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
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<b>RESOURCES:</b>	Textbook: Guide to Good Food
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<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	FOOD PREPARATION - BREADS		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT E</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will identify the functions of the ingredients in baked products.</li> <li>Students will properly prepare yeast and quick breads.</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Teacher Demonstration             <ol style="list-style-type: none"> <li>Biscuit Method</li> <li>Muffin Method</li> <li>Yeast Proofing/ Kneading</li> </ol> </li> <li>Student Activity Guide             <ol style="list-style-type: none"> <li>Functions of Ingredients</li> <li>Adjusting Recipes</li> <li>Characteristics of Quick Breads</li> <li>Yeast Breads</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 23 Study Sheet</li> <li>Chapter 23 Quiz</li> <li>Recipes:             <ol style="list-style-type: none"> <li>Biscuit – Cheddar Bay</li> <li>Muffin – Apple or Blueberry Streusel Muffins (fruit based on seasonal availability)</li> <li>Yeast – Pizza</li> </ol> </li> </ol>

<b>ENRICHMENT:</b>	Plan and prepare a buffet brunch for faculty and staff. The buffet must include muffins, biscuits, popovers, and coffeecakes as well as sweet yeast breads.
<b>REMEDIATION:</b>	Read Chapter 23 and Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skill</li> </ol>
<b>RESOURCES:</b>	Textbook: Guide to Good Food

<b>COURSE</b>	CONTEMPORARY FOODS OF THE WORLD I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	14.3 DEMONSTRATE ABILITY TO ACQUIRE, HANDLE, AND USE FOODS TO MEET NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND FAMILIES ACROSS THE LIFE SPAN. 14.4 EVALUATE FACTORS THAT AFFECT FOOD SAFETY, FROM PRODUCTION THROUGH CONSUMPTION. 14.5 EVALUATE THE IMPACT OF SCIENCE AND TECHNOLOGY ON FOOD COMPOSITION, SAFETY, AND OTHER ISSUES.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>STANDARD STATEMENT:</b>	Food Preparation – Cakes, Cookies, Pies, and Candies		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <ol style="list-style-type: none"> <li>EVALUATE THE ROLE OF GOVERNMENT AGENCIES IN SAFEGUARDING OUR FOOD SUPPLY.</li> <li>EVALUATE SOURCES OF FOOD AND NUTRITION INFORMATION.</li> <li>CRITIQUE DIET MODIFICATIONS FOR THEIR ABILITY TO IMPROVE NUTRITIONALLY – RELATED HEALTH CONDITIONS.</li> <li>ANALYZE THE BREAKDOWNS OF FOODS, ABSORPTION OF NUTRIENTS AND THEIR CONVERSION TO ENERGY BY THE BODY.</li> <li>EVALUATE THE APPLICATION OF NUTRITION AND MEAL PLANNING PRINCIPLES IN SELECTION, PLANNING, PREPARATION AND SERVING OF MEALS THAT MEET THE SPECIFIC NUTRITIONAL NEEDS OF INDIVIDUALS ACROSS THEIR LIFESPAN.</li> </ol> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>Students will identify the functions of the ingredients.</li> <li>Students will demonstrate the principles needed for proper preparation of pastry, candy (crystalline and noncrystalline).</li> </ol>	<ol style="list-style-type: none"> <li>Student Activity Guide</li> <li>Lab Assignments and Paperwork</li> <li>Chapter Study Sheet</li> <li>Chapter Test</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Instruction/ PowerPoint</li> <li>Student Activity Guide <ol style="list-style-type: none"> <li>Kinds of Cakes</li> <li>Preparing Cakes</li> <li>Cookies</li> <li>Pie Filling</li> <li>Pastry Preparation</li> <li>Candy</li> </ol> </li> <li>Vocabulary</li> <li>Chapter 24 Study Sheet</li> <li>Chapter 24 Quiz</li> <li>Recipes: <ol style="list-style-type: none"> <li>Cookies</li> <li>Pie – Seasonal Fruit</li> <li>Cake – Yellow</li> <li>Candy - Fudge</li> </ol> </li> </ol>

<b>ENRICHMENT:</b>	Develop a signature cookie for the school. Create a fundraiser event to sell the cookies.
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<b>REMEDATION:</b>	Read Chapter 24 Complete <ol style="list-style-type: none"> <li>Terms to Know</li> <li>Review What You Have Read</li> <li>Build Basic Skills</li> <li>Build Your Thinking Skills</li> </ol>
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<b>RESOURCES:</b>	Textbook: Guide to Good Food
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