



Lesson Plans- Course Intro and Catering

<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
<p>Introduction to FACS</p>	<p>Essential Question: What is FACS?</p> <ul style="list-style-type: none"> -Description of course objectives -Class procedures and expectations. -Team work contract -Writing assignment (students write about themselves and their experience with cooking). -Folder designs (must give a visual representation of each cooking unit). 	<p>N/A</p>	<ul style="list-style-type: none"> -Students will be evaluated by their class participation, writing assignment, and folder designs. -Resources: handouts, writing assignment paper, art supplies, folders, and writing utensils. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Student may be given an alternative FACS writing assignment if he or she has another FACS class. • Students may be permitted to work with a partner on computer (if appropriate for the situation). • Extended time on FACS assignment may be given if necessary.

<p>Measuring and Reading a Recipe</p>	<p>Essential Questions: How do you follow a recipe? What are correct measuring techniques?</p> <p>-Cooking pretest: Students will test their knowledge to see what they remember from previous FACS classes.</p> <p>-Students will record notes about abbreviations and equivalents.</p> <p>-Students will watch a measuring demo (recipe preparation and sample).</p> <p>-Students will complete a kitchen math worksheet.</p> <p>-Students will practice reading recipes from cookbooks (question and answer, and game).</p> <p>-Students will have a quiz on measuring and equivalents.</p>	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.9G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p>	<p>-Students will be evaluated by weekly participation points, notes, kitchen math worksheet, and quiz.</p> <p>-Resources: cooking supplies and equipment, worksheets, cookbooks.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete worksheet • Modified worksheets and notes if necessary
---------------------------------------	---	---	--

Food Safety	Essential Question: How do prepare food using correct safety and sanitation procedures? -Food safety and sanitation video and study guide	PA Academic Standard(s): 11.3.9A.Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).	- Students will be evaluated on their weekly class participation, video quiz, and the food Bourne illness worksheet. Resources: cooking supplies and equipment, ingredients,
-------------	---	---	---

	<ul style="list-style-type: none"> -Food safety quiz -Safe, or Not? Activity -Food safety video and quiz -Spot the dangers activity -Safe, or Not: Students will read scenarios and determine if safe and sanitary cooking procedures were used. -Food Bourne illness reading and worksheet -Kitchen safety guidelines 	<p>11.3.9B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>National FCS Standards:</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.2.8 Analyze current types of cleaning materials and sanitizers</p>	<p>cookbooks, art supplies, lab sheets, handouts, and tests.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modified quiz and worksheet if necessary.
--	---	--	---

		for proper uses and safety hazards. 8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.	
Recipe prep	<p>Essential Question: How do you prepare a recipe?</p> <ul style="list-style-type: none"> -Recipe terms practice -Cooking jobs and procedures -Place setting (notes and practice) 	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>	<p>-Students will be evaluated by their weekly participation and notes</p> <p>-Resources: Cooking supplies and equipment, worksheets.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete assignments. • Students may be given modified notes.
Catering/ Test	<p>How do you prepare food for an event?</p> <ul style="list-style-type: none"> -Students will prepare recipes throughout the year following all correct safety and sanitation procedures and using correct cooking techniques. -Students will plan and implement several catering events for the class. They will be given an assigned job for each event (food 	<p>PA Academic Standard(s):</p> <p>All listed above</p> <p>National FCS Standard(s):</p> <ul style="list-style-type: none"> -All listed above -8.6 Demonstrate implementation of food service management and leadership functions. 	<p>-Students will be evaluated by their weekly participation, test, assigned cooking and clean up jobs, and their assigned catering jobs.</p> <p>-Resources: Cooking supplies and equipment, worksheets, planning sheets, art supplies, cookbooks.</p> <p>Adaptations /Accommodations:</p>

	<p>prep, invitations, décor, activity, centerpieces, or party favors.</p> <p>-Students will take a food preparation test.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Students may be given additional time to complete assignments. <input type="checkbox"/> Students may be given modified test.
--	---	--	--



Lesson Plans- Fruit Unit			
<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>

<p>Preparing Recipes with Fruit</p>	<p>Essential Question: How do you prepare fruit recipes?</p> <p>-Name that fruit power point: Students will see if they can identify various fruits</p> <p>-Fruit recipe demonstration and sample.</p> <p>-Notes/ lecture about cooking with fruits: types of fruits, forms of fruit, guidelines for selecting, storing fruits, nutrients, and fruit preparation options.</p> <p>-Students will prepare and sample one preselected fruit recipe.</p>	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.9G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>National Academic Standards:</p> <p>8.5.7 Prepare various fruits, vegetables, starches, legumes,</p>	<p>-Students will be evaluated by their class participation, recipe research and planning, assigned cooking and clean up tasks, pesticide use questions, fruit unit review and test.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be paired with a partner to complete cooking, or clean up tests. • Modified notes, and worksheets. • Modified tests.
-------------------------------------	---	--	---

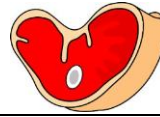
	<ul style="list-style-type: none"> -Enzymatic browning: Students will complete an experiment to see the effects of browning on fruit and how to prevent it. -Students will read about pesticides and form an opinion about their use. -Fruit bingo: Students will practice identifying various fruits. -Fruit recipe research and planning. -Students will prepare their selected fruit recipes. -Fruit unit review and test. 	<p>dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, saut�ing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p>	
--	---	--	--



Lesson Plans- Vegetable Unit

<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
<p>Preparing Recipes with Vegetables</p>	<p>Essential Question: How do you prepare vegetable recipes?</p> <p>-Name that vegetable power point: Students will see if they can identify various vegetables.</p> <p>-Fruit recipe demonstration and sample.</p> <p>-Notes/ lecture about cooking with vegetables: botanical groups and names for vegetables, nutrients, cooking methods, color preservation, and selection.</p> <p>-Students will prepare and sample one preselected vegetable recipe.</p> <p>-Poster Project: Students will cut out vegetables, classify them, and create a poster that organizes them into vegetable groups.</p>	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.9G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>National Academic Standards:</p> <p>8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p>	<p>-Students will be evaluated by their class participation, recipe research and planning, assigned cooking and clean up tasks, study guide, worksheet, poster, and vegetable unit review and test.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be paired with a partner to complete cooking, or clean up tests. • Modified notes, and worksheets. • Modified tests.

	<p>-Students will read about vegetables and complete a study guide (chapter 16, Food for Today).</p> <p>-Three of a Kind Worksheet: Students will determine why groups of fruits of vegetables are alike, or different..</p> <p>-Vegetable recipe research and planning.</p> <p>-Students will prepare their selected vegetable recipes.</p> <p>-Vegetable unit review and test.</p>	<p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p>	
--	--	---	--



Lesson Plans- Meat Unit

Lesson Plans- Meat Unit			
<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>

<p>Preparing Recipes with Meat and Poultry</p>	<p>Essential Question: How do you prepare meat and poultry following correct cooking techniques and safety procedures?</p> <p>-Meat and Poultry lecture and study sheet: grading, determining servings per pound, using a meat thermometer, thawing meats, nutrients, grades of beef, reading a label, location and types of muscle tissue, tenderizing methods, fat content, and cooking poultry.</p> <p>-Meat recipe demonstration and sample: meatballs.</p> <p>-Students will read about cooking meat and poultry and complete a study guide (chapter 19, Food for Today).</p> <p>- Students will prepare a preselected poultry recipe.</p>	<p>PA FCS Standard(s): 11.3.9</p> <p>A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>National FCS Standard(s):</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe</p>	<p>-Students will be evaluated by their class participation, recipe research and planning, assigned cooking and clean up tasks, study guide, and tests.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be paired with a partner to complete cooking, or clean up tests. • Modified notes, and worksheets. • Modified tests.
--	--	---	--

	<ul style="list-style-type: none">-Meat/poultry recipe research and planning. -Students will prepare their selected recipes. -Students will watch a section of Food Inc. about the dangers additives to meat and e.coli poisoning. -Meat bingo game -Meat unit review and test.	handling and professional preparation techniques.	
--	---	---	--



Lesson Plans- Dessert Unit and Final Lab

Lesson Plans- Dessert Unit and Final Lab			
<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>

<p>Preparing Desserts</p>	<p>Essential Question: How do you prepare a variety of dessert using correct cooking procedures? How can you effectively plan a menu/meal and prepare using correct cooking techniques?</p> <p>-Pastry, or Not? Students will view a power point with pictures of desserts and determine if they are pastries.</p> <p>-Pastry lecture and notes: single crust, double crust, pie shell, cutting in, water temperature in pastries, rolling out a pie crust, preventing excessive browning, preparing a pie shell, preparing cream pie filling and meringue, preparing whipped cream, thickening pie filling, refrigeration and storage of pies/ pastries.</p> <p>-Pie recipe research and planning</p>	<p>PA FCS Standard(s): 11.3.9</p> <p>F. Hypothesize the effectiveness of the use of meal management principles (ex. Time management, budget, sensory appeal, nutrition, safety, and sanitation).</p> <p>G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> <p>National FCS Standard(s):</p> <p>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p>	<p>-Students will be evaluated by their class participation, recipe research and planning, assigned cooking and clean up tasks, study guide, worksheet, tests, final lab (food prep and table setting).</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be paired with a partner to complete cooking, or clean up tests. • Modified notes, and worksheets. • Modified tests.
---------------------------	---	--	--

	<ul style="list-style-type: none"> -Pie recipe preparation -Pie and pastry study guide and test. -Cake competition guidelines and examples. -Cake boss episode. -Cake lab planning. -Cake competition lab. -Alike and different worksheet: Students will be able to determine similarities and differences between pies, cakes, and cookies. -Final lab planning: Students will prepare one final meal as a cooking group. They will first prepare a shopping list and plan a table setting. They will prepare all food and create a centerpiece/ table setting for their final lab -End of the year kitchen clean up. 	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p>	
--	---	---	--