

Advanced Foods Curriculum

POWER STANDARDS

1. Demonstrate advanced food preparation techniques.
2. Practice sanitation and safety procedures in the foods lab and the workplace.
3. Use meal planning principles.
4. Identify nutrients and functions of basic ingredients.

POWER BENCHMARKS

1. Practice sanitation and safety procedures in the foods lab.
2. Identify functions of basic ingredients.
3. Explain nutritional contributions of foods.
4. Use meal planning principles.
5. Integrate food technology and trends.
6. Demonstrate principles of starch cookery.
7. Demonstrate principles of meat cookery.
8. Prepare creative baked products.
9. Describe career and entrepreneurial opportunities.
10. Demonstrate ability to work independently in the lab.

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POWER STANDARDS

Students will be able to:

1. Demonstrate advanced food preparation techniques.
 - Integrate food technology and trends. (5)
 - Demonstrate principles of starch cookery. (6)
 - Demonstrate principles of meat cookery. (7)
 - Prepare creative baked products. (8)
 - Demonstrate ability to work independently in the lab. (10)
2. Practice sanitation and safety procedures in the foods lab and the workplace.
 - Practice sanitation and safety procedures in the foods lab. (1)
 - Describe career and entrepreneurial opportunities. (9)
3. Use meal planning principles.
 - Use meal planning principles. (4)
4. Identify nutrients and functions of basic ingredients.
 - Identify functions of basic ingredients. (2)
 - Explain nutritional contributions of foods. (3)

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Stage 1 – Desired Results:

<p>Power Standard 2: Practice sanitation and safety procedures in the foods lab and the workplace.</p> <p>Power Benchmark/Competency 1: Demonstrate sanitation and safety procedures in the foods lab.</p> <p>Estimated Timeline: One day + ongoing</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	x
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Safe work practices to prevent injury at home or at work. ➤ Sanitary practices are important to prevent food borne illnesses at home or at work. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are basic safety practices to prevent injury in the kitchen? ➤ How are food borne illnesses prevented? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify safe and sanitary behaviors. ➤ Recognize procedures that prevent food borne illnesses. <ul style="list-style-type: none"> ○ Food borne illness, contamination, hygiene, thawing, reheating, chilling, and storing. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Select and safely operate the appropriate equipment for the task. ➤ Analyze a recipe before preparation. <ul style="list-style-type: none"> ○ Extinguish, thaw, reheat, chill, and storage. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quiz ➤ Lab evaluation 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Quiz and lab evaluation ➤ 3 – 90 – 100% ➤ 2 – 60 - 89% ➤ 1 – 59% and below
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Advanced Foods Equivalents and Abbreviations Quiz

Multiple Choice: Choose the best answer to the question and fill that letter in on your scantron sheet. Fill in A on the scantron sheet for a true answer. Fill in B for a false answer. Be sure you are using a number two pencil.

1. The abbreviations for teaspoon are:
 - A. t.
 - B. Tp.
 - C. tsp.
 - D. Both A & C
2. The abbreviations for tablespoon are:
 - A. Tbs.
 - B. T.
 - C. Tbsp.
 - D. Both B & C
3. 1 tablespoon equals _____ teaspoons.
 - A. 2
 - B. 3
 - C. 4
4. The number of cups in a pint are:
 - A. 1
 - B. 2
 - C. 3
5. $\frac{1}{2}$ tablespoon equals _____ teaspoons.
 - A. 1 teaspoon
 - B. $1\frac{1}{2}$ teaspoon
 - C. 2 teaspoons
6. 1 gallon equals _____ cups.
 - A. 8
 - B. 12
 - C. 16
7. 1 cup equals _____ fluid ounces.
 - A. 6 ounces
 - B. 8 ounces
 - C. 10 ounces
8. 1 pint equals _____ cups.
 - A. 1 cup
 - B. 2 cups
 - C. 3 cups
9. 1 quart equals _____ cups.
 - A. 2 cups
 - B. 4 cups
 - C. 8 cups

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10. 1 gallon equals _____ quarts.
- A. 4 quarts
 - B. 6 quarts
 - C. 8 quarts
11. 2 tablespoons is the same is:
- A. 1/8 cup
 - B. 1/4 c
 - C. 1/2 cup

Matching:

- | | |
|------------------------------------|------------------|
| 12. 1/2 of 1 1/2 cups of sugar is: | A. 1 1/4 cup |
| 13. 1/2 of 2/3 cups of flour is: | B. 2 T. + 2 tsp. |
| 14. 1/2 of 1/3 cup of oil is: | C. 1/3 cup |
| 15. 1/2 of 1 cup of milk is: | D. 3/4 cup |
| 16. 1/2 of 2 1/2 cups of water is: | E. 1/2 cup |

Multiple Choice:

17. There are 24 people in a Foods class, each wanted a cup of orange juice. We would need to make _____ quarts.
- A. 4
 - B. 6
 - C. 8
18. For snack time at the preschool, there will be 9 children. Each will eat 2 oatmeal cookies. How many dozen (s) should be purchased.
- A. 1 dozen
 - B. 1 1/2 dozen
 - C. 2 dozen
19. The potato salad recipe for 8 servings calls for 4 pounds of potatoes. How many pounds will you need for 16 servings.
- A. 6 pounds
 - B. 8 pounds
 - C. 10 pounds
20. The wedding punch recipes calls for 32 quarts of soda pop. Really, this is just _____ gallons.
- A. 6 gallons
 - B. 8 gallons
 - C. 10 gallons

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Stage 1 – Desired Results:

Power Standard 4: Identify nutrients and functions of basic ingredients.

Power Benchmark/Competency 2: Identify function of basic ingredients.

Estimated Timeline: 45 minutes + ongoing

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
x		x	x	
Math	Science	Reading	Social Responsibility	Communication
x	x	x	x	x

Understandings:

Students will understand:

- Each ingredient in a recipe has a specific function.

Essential Questions:

- What are the basic ingredients and what are their functions?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Explain the functions of the ingredients in a recipe.
 - Flour, liquid, leavening, fat, eggs, sweeteners, and flavorings.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Evaluate a prepared product.
 - Appearance, texture, shape, flavor, tender, flakiness, and color.

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Quiz
- Lab evaluation

Key Criteria: (*Rubric*)

- Quiz and lab evaluation rubric
- 3 – 90 – 100%
- 2 – 60 – 89%
- 1 – 59% or below

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Stage 3 – Learning Plan:
Identify function of basic ingredients.
Power Benchmark/Competency: # 2

Learning Activities:	Resources:
Information about functions of ingredients is presented within each food product unit.	Teacher or classroom resources

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Stage 1 – Desired Results:

Power Standard 4: Identify nutrients and functions of basic ingredients.

Power Benchmark/Competency 3: Explain nutritional contributions of foods.

Estimated Timeline: One day + ongoing

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	XX		X

Understandings:

Students will understand:

- Foods contain nutrients that impact our health.

Essential Questions:

- How does what you eat impact your health?
- What nutritional information is on a food label?
- What can you do to improve your diet?
- What are the six main nutrients, what are their functions, and why are they important?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- List the nutrients, their function, and importance in overall health.
- Explain the nutritional contribution of the ingredients in a recipe.
 - Carbohydrates, fats, proteins, vitamins, minerals, water, fiber, unsaturated and saturated fat, calories, amino acids, nutrient deficiency, cholesterol, complete and incomplete proteins, enriched, fortified, and refined.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Match the nutrient to its contribution to our diet.
- Interpret the information given on a food label.
 - Enriched, fortified, refined, daily values, saturated and unsaturated fat, trans fatty acids, daily value, calories, sodium, carbohydrates, cholesterol, and serving size.

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- **Matching quiz**
- **Vocabulary quiz**

Key Criteria: (Rubric)

- **Quiz rubrics**
- **3 – 90 – 100%**
- **2 – 60 – 89%**
- **1 – 59% or below**

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Stage 1 – Desired Results:

<p>Power Standard 3: Use meal planning principles.</p> <p>Power Benchmark/Competency 4: Use meal planning principles.</p> <p>Estimated Timeline: One day + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Meal planning principles are necessary to plan an appealing and nutritious meal. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the six factors that affect your decisions when planning meals? ➤ What are the characteristics that make meals appetizing? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ List the six factors that affect decisions when planning meals. ➤ Distinguish the characteristics that make meals appetizing. ➤ Understand the importance of time management when preparing a meal. <ul style="list-style-type: none"> ○ Resources, energy, budget, in-season, temperature, color, shape, size, texture, and flavor. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Plan, prepare, and evaluate a menu according to the meal planning principles. <ul style="list-style-type: none"> ○ Time management, dovetailing, ergonomics, and work plan. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> ➤ Students will be able to plan a meal according to the meal planning principles and prepare it. Students will evaluate their meals 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluation sheet rubric ➤ 3 – 90 – 100% ➤ 2 – 60 – 89 % ➤ 1 – 59% and below
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Stage 1 – Desired Results:

Power Standard 1: Demonstrate advanced food preparation techniques.

Power Benchmark/Competency 5: Integrate food technology and trends.

Estimated Timeline: 3 days + ongoing

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
x	x	x	x	x
Math	Science	Reading	Social Responsibility	Communication
x	x	x	x	x

Understandings:

Students will understand:

- Science is related to nutrition and food preparation.
- Food-related technology affects our food supply.

Essential Questions:

- What are the recent technological advances in the food industry?
- How is a recipe like a chemistry experiment?
- What are the advantages and disadvantages of convenience foods?
- What are the purposes of food additives?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Relate science to nutrition and food preparation.
- Summarize how food technology affects convenience foods.
 - Vocabulary: Convenience, biotechnology, irradiation, fresh, frozen, cured, dehydrated, and freeze drying, pesticides.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Prepare and compare a homemade product and it’s corresponding convenience food.
- Recognize food additives and their purposes.
 - Vocabulary: Food additives, fat and sugar substitutes, coloring agents, emulsifiers, preservatives, nutritional supplements, stabilizers, thickeners, pesticides, and texturizers.

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Students will prepare a homemade product and it’s corresponding convenience food. They will compare and contrast according to cost, appearance, flavor, time to prepare, and preference.
- Food additive scavenger hunt.

Key Criteria: (Rubric)

- Scavenger hunt and lab evaluation rubric.
- 3 – 90 – 100%
 2 – 60 – 89%
 1 – 59% and below

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Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate advanced food preparation techniques.</p> <p>Power Benchmark/Competency 6: Demonstrate principles of starch cookery.</p> <p>Estimated Timeline: 5 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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X	X	X	X	X																	
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X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The principles of starch cookery can be used to make soups, sauces, gravies, puddings, and other food products. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the sources of starch? ➤ What are the nutrients in grains and grain products? ➤ What are the parts of a grain kernel? ➤ How do the principles of starch cookery effect the preparation of the following: roux, gravy, pasta, and rice? 																				
<p>Students will be able to: <i>(i.e. know)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> Recognize the sources of starch. ➤ Identify the nutrients in grains and grain products. ➤ Identify the parts of a grain kernel. <ul style="list-style-type: none"> ○ Vocabulary: Bran, endosperm, germ, refined, enriched, fortified, short, medium, and long grain rice, and instant rice. 	<p>Students will be able to: <i>(i.e. do)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use the principles of starch cookery when preparing a starch product. <ul style="list-style-type: none"> ○ Vocabulary: Roux, gelatinization, cornstarch, flour, tapioca, translucent, and opaque. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quiz ➤ Lab evaluation sheet. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Quiz and lab evaluation ➤ 3 – 90 – 100% ➤ 2 – 60 – 89% ➤ 1 – 59% and below
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Stage 3 – Learning Plan:
 Demonstrate principles of starch cookery.
Power Benchmark/Competency: #6

Learning Activities:	Resources:
Questions on page 460	Food for Today
Pasta/Rice lab	
Sauces and Gravies worksheet	Teacher
Sauces and Gravies worksheet	Sauces and Gravies Resource
Fondue lab	
Biscuit and gravy lab	
Questions on page 604	Food for Today
Milk based soup lab	
Pasta/Rice quiz	
Gravies and sauces quiz	

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Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate advanced food preparation techniques.</p> <p>Power Benchmark/Competency 7: Demonstrate principles of meat cookery.</p> <p>Estimated Timeline: 6 - 8 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	x
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x	x	x	x	x																	
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ How to prepare meat using dry and moist heat methods. ➤ What nutrients are found in pork, fish, and shellfish. ➤ The importance of the proper storage of pork, fish, and shellfish. ➤ When preparing pork, fish, and shellfish it is important to retain nutrients. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the dry heat methods of cooking and what cuts should be used? ➤ What are the moist heat methods of cooking and what cuts should be used? ➤ What are the nutrients in meat, fish, and shellfish? ➤ How are meat, fish, and shellfish selected and stored? ➤ How can you retain nutrients when preparing meat, fish, and shellfish. 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the dry and moist heat methods of meat cookery and what cuts should be used. ➤ List the major nutrients in meat, fish, and shellfish. ➤ Explain selection and storage of meat, fish, and shellfish. <ul style="list-style-type: none"> ○ Vocabulary: protein, cholesterol, steak and fillet, primal and retail cuts, crustaceans, and mollusks. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use moist and dry heat cooking methods to prepare meat, fish, and shellfish. ➤ Practice cooking methods that will retain the nutritional value of protein foods. <ul style="list-style-type: none"> ○ Vocabulary: marinate, cure, smoke, braise, broil, bake, boil, panfry, pan broil, and grill. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quiz ➤ Lab evaluation 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Quiz and lab evaluation ➤ 3 – 90 –100% ➤ 2 – 60 - 89% ➤ 1 – 59% and below
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Stage 3 – Learning Plan: Demonstrate principles of meat cookery. Power Benchmark/Competency: #7	
Learning Activities:	Resources:
Focus on Pork study guide	Focus on Pork booklet
Focus on Pork video	Pork Producers
Outdoor Cookery study guide	Outdoor Cookery resource
Fish and Shellfish questions page 542	Food For Today
Labs on pork stir fry, hamburgers, and seafood.	
Pork quiz	
In conjunction with outdoor lab (to tie in with meal planning) do a unit on salads.	
Questions page 580	Food for Today
Salad recipes to make with outdoor lab	Students choose from cookbook or magazines with teacher approval.

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Stage 1 – Desired Results:

Power Standard 1: Demonstrate advanced food preparation techniques.

Power Benchmark/Competency 8: Prepare creative baked products.

Estimated Timeline: By the end of the term.

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

Understandings:
Students will understand that:

- Preparation techniques for preparing cakes and pies.
- How to shape sweet yeast coffee cakes.

Essential Questions:

- What are the two basic types of cake?
- What leavening agents are used in baked products?
- How can you make your baked products more creative?

Students will be able to: (i.e. know)...(Include vocabulary)

- The types of cakes and pies and preparation techniques.
- Cake decorating techniques.
- Techniques for shaping creative baked yeast products.
- Vocabulary: sponge cake, angel food cakes, foam cakes, shortened cakes, tube pan, meringue, fluted, lattice work, savory, venting, knead, pricking, egg wash, fermentation, proofing, gluten, and leavening.

Students will be able to: (i.e. do)...(Include vocabulary)

- Make a two crust pie.
- Prepare a sweet yeast coffee cake.
- Decorate a cake.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Quiz
- Lab evaluations

Key Criteria: (Rubric)

- Quiz and lab evaluations
- 3 – 90 – 100%
- 2 – 60 -89%
- 1 – 59% and below

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Stage 3 – Learning Plan:
 Prepare creative baked products.
Power Benchmark/Competency: #8

Learning Activities:	Resources:
Students bake and decorate sugar cookies.	
Pie making demonstration	Teacher or video
Students prepare a fruit filled pie.	Teacher
Swan cream puffs	
Questions page 656 (pastry)	Food for Today
Questions 1 – 11 page 646 (cakes)	Food for Today
Use generic sweet yeast dough recipe to make decorative yeast break coffee cakes such as alligator bread, monkey bread, braids, etc. Combine with meal planning and make a breakfast.	
Yeast bread quiz	

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Stage 1 – Desired Results:

Power Standard 2: Practice sanitation and safety procedures in the foods lab and the workplace.

Power Benchmark/Competency 9: Describe career and entrepreneurial opportunities.

Estimated Timeline: By end of the term.

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand that:

- There are a variety of food related careers.

Essential Questions:

- What are the career options in the food industry?
- What education or training is required?
- What are the qualities of a successful employee?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- The career options available in the food industry.
- Education or training required.
- The qualities of a successful employee.
- Vocabulary: Dietician, food scientist, caterer, career, entrepreneur, food research, food technologist, chef, biotechnologist, etiquette consultant, food safety inspector, food processor, and food critic.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Research and prepare a presentation on a foods related career and report orally to the class.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Presentation on foods related career.

Key Criteria: (Rubric)

- 3 – 18 -20 points
- 2 – 8 - 17 points
- 1 – below 7 points

Advanced Foods Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Identify nutrients and functions of basic ingredients.</p> <p>Power Benchmark/Competency 10: Demonstrate ability to work independently in the lab</p> <p>Estimated Timeline: By end of term.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">XX</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	XX		Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	XX																		
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ In order to be successful students need to develop skills that will enable them to work independently in the preparation of food. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the abbreviations and equivalents? ➤ What are the meanings of terms used in recipes? ➤ What are the proper measuring techniques? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ The abbreviations and equivalents ➤ Cooking terms and proper equipment usage. ➤ How to read a recipe. ➤ Measuring techniques. ➤ Vocabulary: terms involving abbreviations and equivalents, cooking terms, and names of equipment 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare food products. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> ➤ Lab evaluation 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluation upon completion of an individual food product.
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Stage 3 – Learning Plan: Demonstrate ability to work independently in the lab Power Benchmark/Competency: #10	
Learning Activities:	Resources:
Individual preparation of a food product.	Teacher
Casserole worksheet	Casserole resource
Casserole lab	
Appetizer worksheet	Appetizer resource
Appetizer lab	
Appetizer quiz	
Herb/Spices	