



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

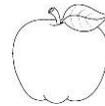
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| <p>Measuring and Reading a Recipe</p> | <p><b>Essential Questions: How do you follow a recipe? What are correct measuring techniques?</b></p> <p>-Cooking pretest: Students will test their knowledge to see what they remember from previous FACS classes.</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><b>PA Academic Standard(s):</b></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"> <li>• Students may be given additional time to complete worksheet</li> <li>• Modified worksheets and notes if necessary</li> </ul> |
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| Food Safety | <p><b>Essential Question: How do prepare food using correct safety and sanitation procedures?</b></p> <p>-Food safety and sanitation video and study guide</p> | <p><b>PA Academic Standard(s):</b></p> <p>11.3.9A.Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> | <p>- Students will be evaluated on their weekly class participation, video quiz, and the food Bourne illness worksheet.</p> <p>Resources: cooking supplies and equipment, ingredients,</p> |
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|  | <ul style="list-style-type: none"> <li>-Food safety quiz</li> <li>-Safe, or Not? Activity</li> <li>-Food safety video and quiz</li> <li>-Spot the dangers activity</li> <li>-Safe, or Not: Students will read scenarios and determine if safe and sanitary cooking procedures were used.</li> <li>-Food Bourne illness reading and worksheet</li> <li>-Kitchen safety guidelines</li> </ul> | <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><b>National FCS Standards:</b></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"> <li><input type="checkbox"/> Modified quiz and worksheet if necessary.</li> </ul> |
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|                |   | for proper uses and safety hazards.<br><br>8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.  |   |
| Recipe prep    | <p><b>Essential Question: How do you prepare a recipe?</b></p> <ul style="list-style-type: none"> <li>-Recipe terms practice</li> <li>-Cooking jobs and procedures</li> <li>-Place setting (notes and practice)</li> </ul>  | <p><b>PA Academic Standard(s):</b></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"> <li>• Students may be given additional time to complete assignments.</li> <li>• Students may be given modified notes.</li> </ul> |
| Catering/ Test | <p><b>How do you prepare food for an event?</b></p> <ul style="list-style-type: none"> <li>-Students will prepare recipes throughout the year following all correct safety and sanitation procedures and using correct cooking techniques.</li> <li>-Students will plan and implement several catering events for the class. They will be given an assigned job for each event (food</li> </ul> | <p><b>PA Academic Standard(s):</b></p> <p>All listed above</p> <p><b>National FCS Standard(s):</b></p> <ul style="list-style-type: none"> <li>-All listed above</li> <li>-8.6 Demonstrate implementation of food service management and leadership functions.</li> </ul> | <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>  |

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|  | <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"> <li>☐ Students may be given additional time to complete assignments.</li> <li>☐ Students may be given modified test.</li> </ul> |
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| Lesson Plans- Fruit Unit |                         |                                   |  |
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| <i>Unit</i>              | <i>Plan of Learning</i> | <i>State/ National Objectives</i> | <i>Evaluation/ Resources/ Adaptations &amp; Accommodations</i> |

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| <p>Preparing Recipes with Fruit</p> | <p><b>Essential Question: How do you prepare fruit recipes?</b></p> <ul style="list-style-type: none"> <li>-Name that fruit power point: Students will see if they can identify various fruits</li> <li>-Fruit recipe demonstration and sample.</li> <li>-Notes/ lecture about cooking with fruits: types of fruits, forms of fruit, guidelines for selecting, storing fruits, nutrients, and fruit preparation options.</li> <li>-Students will prepare and sample one preselected fruit recipe.</li> </ul> | <p><b>PA Academic Standard(s):</b></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><b>National Academic Standards:</b></p> <p>8.5.7 Prepare various fruits, vegetables, starches, legumes,</p> | <ul style="list-style-type: none"> <li>-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.</li> <li>-Adaptations /Accommodations: <ul style="list-style-type: none"> <li>• Students may be paired with a partner to complete cooking, or clean up tests.</li> <li>• Modified notes, and worksheets.</li> <li>• Modified tests.</li> </ul> </li> </ul> |
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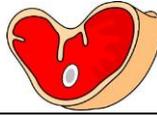
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|  | <ul style="list-style-type: none"> <li>-Enzymatic browning: Students will complete an experiment to see the effects of browning on fruit and how to prevent it.</li> <li>-Students will read about pesticides and form an opinion about their use.</li> <li>-Fruit bingo: Students will practice identifying various fruits.</li> <li>-Fruit recipe research and planning.</li> <li>-Students will prepare their selected fruit recipes.</li> <li>-Fruit unit review and test.</li> </ul> | <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> |  |
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Lesson Plans- Vegetable Unit

| <i>Unit</i>                              | <i>Plan of Learning</i>   | <i>State/ National Objectives</i>  | <i>Evaluation/ Resources/ Adaptations &amp; Accommodations</i>   |
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| <p>Preparing Recipes with Vegetables</p> | <p><b>Essential Question: How do you prepare vegetable recipes?</b></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><b>PA Academic Standard(s):</b></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><b>National Academic Standards:</b></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"> <li>• Students may be paired with a partner to complete cooking, or clean up tests.</li> <li>• Modified notes, and worksheets.</li> <li>• Modified tests.</li> </ul> |

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|  | <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> |  |
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Lesson Plans- Meat Unit

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

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| <p>Preparing Recipes with Meat and Poultry</p> | <p><b>Essential Question: How do you prepare meat and poultry following correct cooking techniques and safety procedures?</b></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><b>PA FCS Standard(s):</b><br/>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><b>National FCS Standard(s):</b></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"> <li>• Students may be paired with a partner to complete cooking, or clean up tests.</li> <li>• Modified notes, and worksheets.</li> <li>• Modified tests.</li> </ul> |
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|  | <ul style="list-style-type: none"><li>-Meat/poultry recipe research and planning.</li><br/><li>-Students will prepare their selected recipes.</li><br/><li>-Students will watch a section of Food Inc. about the dangers additives to meat and e.coli poisoning.</li><br/><li>-Meat bingo game</li><br/><li>-Meat unit review and test.</li></ul> | handling and professional preparation techniques. |  |
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Lesson Plans- Dessert Unit and Final Lab

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

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| <p>Preparing Desserts</p> | <p><b>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?</b></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><b>PA FCS Standard(s):</b><br/>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><b>National FCS Standard(s):</b></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"> <li>• Students may be paired with a partner to complete cooking, or clean up tests.</li> <li>• Modified notes, and worksheets.</li> <li>• Modified tests.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>-Pie recipe preparation</li> <li>-Pie and pastry study guide and test.</li> <li>-Cake competition guidelines and examples.</li> <li>-Cake boss episode.</li> <li>-Cake lab planning.</li> <li>-Cake competition lab.</li> <li>-Alike and different worksheet:<br/>Students will be able to determine similarities and differences between pies, cakes, and cookies.</li> <li>-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</li> <li>-End of the year kitchen clean up.</li> </ul> | <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> |  |
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