Day 1 – 8/29,30

Objective- Course Overview

Essential ? How Can I be successful in Foods I

Agenda

Meme Power point

* Rules and Procedures
* Content of course
* Needed Materials
* Grading Procedures
* Students will receive important information pertaining to this course.
* Student Mobile Phone ws
* Students will be given instructions for the notebook requirement for this course. Notebooks must be set up and turned in for a grade no later than Wednesday.
* Students will be required to return 1 documents (Kitchen Safety Agreement) signed by a parent or guardian by 8/ /16. You may not participate in lab without this document signed.
* Individual Cake design

Day 2 – 8/31, 9/1

Obj. 1.01

Essential ? What are types of hazards that can cause kitchen accidents, how can they be prevented, and what is appropriate first aid for specific accidents?

Agenda

* Warm up- Complete Cake Assignment 5-10 minutes
* Funny kitchen accident videos
* Kitchen Hazards picture ws
* Take a blank piece of paper and fold it hotdog wise. Now fold it hamburger wise so that you have 4 quadrants. Open it up so that it looks like a normal page and label the top left kitchen hazard and the top right first aid. Fold in half hot dog wise again and cut each quadrant into four equal sections to the fold like cheese sticks. Label each tab one of the following: cuts, falls, burns and fire, electrical, chemical, choking, other. Cut the last label off you only need 7. See example. Complete as we go over the ppt. Glue into your notebook if you have it.

Or Kitchen safety trifold under 1.01 activities in Canvas

* As a class we will go over ppt. presentation “Pathway to Kitchen Accidents and Safety”.
* Students will receive Key Terms for Obj. 1.01. Students will define these with the data projector. Cut out and glue into their notebook
* Signed Documents Due

Day 3 – 9/2, 9/5

Obj. 1.01

Essential ? What are types of hazards that can cause kitchen accidents, how can they be prevented, and what is appropriate first aid for specific accidents?

* 5-minute quick write about a kitchen accident student has experienced –Write about an Kitchen accident that you had. If you cannot think of one, write about one that a family member had. Now find someone that had a similar experience. On one piece of paper write how you could have prevented this incident. Staple all together and turn in.etc
* First page in notebook. Then notebook setup
* Measuring lab demo
* Go over lab jobs with lab evaluation sheet.
* 0r students number pages in notebooks (good for students to do if they finish early)
* Begin Kitchen safety book

Day 4 – 9/6, 7

* Obj. 1.01

How can we safely cook biscuits?

Biscuit Lab and evaluation

Day 5-9/8, 9

Obj 1.01

What is sanitation and what does it mean for food safety?

* Food and equipment sanitation ppt
* Begin safety books

Day 6 – 9/13

* Obj. 1.01

What is sanitation and what does it mean for food safety?

* Safe or not safe w.s.-warm up
* Students will go over Food Safety ppt and Food Sanitation ppt notes on data projector.
* Finish safety books
* Kahoot-practice

Day 6b 9/15,16

Implement lab procedures for food preparation

How can we apply our knowledge of work plans and preparation steps to a lab experience?

Hands on practice

Trojan Berry Biscuits

 Day 7 – 9/19,20

Obj. 1.01

What are the risks associated with foodborne illnesses (FBI) and how can they be prevented?

* Warm up-In your notebooks draw a Venn diagram compare and contrast food safety and sanitation.
* Go over Foodborne Illness can Cause a Stomach ache ppt.
	+ Symptoms of FBI
	+ Groups most at risk
	+ FBI prevention
* Complete Americas most wanted chart on your own use packet, and text.
* 1.01 quiz tomorrow

Day 8

1.02

Implement lab procedures for food preparation

How can work plans ensure success in the kitchen?

1. Warm up-At your tables list symptoms of FBI and groups of people who are most at risk
2. 1.01 quiz

Work plan ppt and Time Table ppt

Students will complete an entry in their notebooks by responding to the question: How can a work plan ensure success in the kitchen?

Market order practice-on a piece of paper. In pairs, students are to cut out two recipes from magazines (they may be an entrée and a side dish or a one dish meal and a dessert) and prepare a work plan and a timetable for both.

Safety Scavenger hunt-students will wander around the kitchens and inspect them to see if they spot any hazards.

Day 9

Obj. 1.02

Implement lab procedures for food preparation

Why are time-work schedules important in food preparation?

Time-work schedules

Students will complete baked ziti lab according to their timetable.

Day 8

Obj. 1.02

Implement lab procedures for food preparation

Why are time-work schedules important in food preparation?

Time-work schedules

Students will fill in their Lab Evaluation note sheet with information presented in ppt.

Students will complete Activity 1 and 2 in Ch. 27 from the Food for Today reteaching activities; “Time Management, Team Work, and Work Plans

Quiz

Day 9

Obj. 1.02

Implement lab procedures for food preparation

How can evaluating the success/failure or labs improve your cooking skills?

Lab evaluations

1.03 terms

Work plans, time table, and lab evaluation study guide for test.

**1.03B recycle ppt**

**Recycle assignment**

**Obj. 1.00 Test on Friday**

Day 10

2.01

What are the essential parts of a well written recipe?

* Recipe parts
* Recipe terminology
* Measurement abbreviations
* **Obj. 1.01-1.03 Test**
* Students will use their textbook to identify common abbreviations and equivalents used most often in recipes
* Students will fill in the “What’s Missing” graphic organizer along with an overhead that details specific parts of a recipe and what each part tells the reader
* Students will see a recipe written in 3 different forms and will be responsible for writing a description in their own words as to how to identify what form is represented in each example
* Students will list the major sources of recipes
* Students will practice identifying and labeling specific parts of a recipe on their own.

Day 11

2.02

What are factors to consider when setting up your own kitchen for the first time?

* Kitchen equipment selection
* **In groups of 3, students will complete the “Kitchen Set-up” activity. Students will be given an allotted budget, use of the internet, and will be responsible for selecting equipment for their “kitchen”. Students will then answer discussion questions related to their assignment.**
* **Students will complete equipment video**

Day 12

2.03

What are the key types of measurement, units, and measurement abbreviations used in recipes?

* Types of measurements
* Units of measurement
* Measurement abbreviations
* **Kitchen equipment BINGO to review uses of kitchen equipment**
* **Students will complete a measurement abbreviation review**
* **½ kitchen math ppt**
* **Students will work on “Gallon Man”**

Day 13

2.03

How can understanding recipe terminology aid in your lab experience?

* Lab day
* Recipe parts
* Recipe terminology
* Measurement abbreviations
* Measurement equivalents
* **Other ½ kitchen math ppt**
* **students will take comprehensive matching review for Obj. 2.01-2.02, covering all kitchen equipment information from their videos as well as parts of a recipe.**
* **Measuring demo**
* **Semester long project work day**

Day 14

2.03

Why are knowing measurement equivalents important in cooking?

* Kitchen equipment
* Recipe terminology
* Measurement equivalents
* **Students will practice using the “Mystery Lab” recipe**

Day 15

2.03

What are proper techniques for measuring dry and liquid ingredients?

* Measuring techniques
* Preparation and cutting terms
* **Cooking Techniques and Terms notes with outline**
* **Students will define preparation and cutting terms**
* **Knives ppt**

Day 16

Early

Release

2.04

What are proper techniques for measuring dry and liquid ingredients?

* Measuring techniques
* Preparation and cutting terms
* In their learning log students will answer the question: What difference does cooking make? What aspects of the food are different when the food is cooked?
* Students will receive the definitions for all dry and moist cooking methods
* Students will create a graphic organizer to simplify the concepts associated with the moist heat cooking methods.

Day17

Obj. 2.05

What are the main principles for preparing dairy foods?

* cooking
* **Adjust cooking times for high altitude and microwaving**
* Students will complete a Kitchen Equivalents review
* Adjusting for microwave cooking and high altitude cooking activity-find a recipe out of magazine, write down all adjustments needed for high altitude cooking. Can this be cooked in the microwave, what adjustments are needed?
* Term quadrant for review
* **Cooking method review**

 Day 18

Obj. 2.05

What are the main principles for preparing dairy foods?

* Dairy
* **Casserole ppt –students make outline using copies of the ppt**
* **Convenience foods**
* **Review for 2.01-2.034 test**
* Dirty jobs episode on cheese production

Day 19

2.03

How are specific knife cuts created?

* Knife cuts
* Lab
* **Students will prepare vegetable stir fry in order to practice various cutting techniques.**

Day 20

2.05

What are the main differences in flavor, textures, and aroma of specific cheeses?

* Dairy info.
* Cheese tasting
* **Test**
* **“**Just what do we need to know about milk, cheese, and other dairy foods?” outline that will be filled in using textbook
* **Ppt. on dairy basics with student outline**
* **Paula Deen, cooking with cheese episode**

Day 21

2.04

How can using convenience foods be an advantage in the kitchen?

* Lab
* **Practice questions to review dairy information and cheese tasting students will compare the flavor, texture, aroma, and usage for selected cheeses.)**
* **Baked mozzarella sticks**

Day 22

2.05

How are eggs used in recipes?

* Eggs
* **Dairy Quiz**
* **“Test Your Eggspertise” as a introductory activity**
* **Students will complete the Egg-citing Scavenger hunt (finding eggs with questions that students will have to research the answers on and share with class)**
* **Egg ppt**

Day 23

2.05

What are the nutritional contributions of eggs?

* Eggs
* Finish egg ppt if need be
* Egg vs. Milk ppt. with student outline
* Egglizabeth/Egbert assignment

Day 24

2.05

What are common ingredients used in baked products and what are their functions?

* Biscuit, muffin, and quick bread introduction
* Using the overhead “How do I know if my quick bread are high quality”? Students are to complete the handout **Compare and Contrast, and turn in.**
* Ppt. with outline on baking ingredients, functions, and terms
* Quick bread tic-tac-toe activity
* Egg quiz tomorrow

Day 25

2.05

What are grains and how are they prepared?

* Grains
* **Egg Quiz**
* Quickbread tic-tac-toe activity

Day 26

2.05

How are egg whites used to make a meringue?

* Lab
* Chocolate meringue pie
* Ingredients in baking quiz tomorrow

Day 27

2.05

How do biscuits and quick breads differ?

* Quick breads
* Ppt. with listening guide for biscuits and quick breads
* Students will complete a comparison diagram on high quality biscuits, quick breads, and pancakes
* Ingredients in Baking quiz

Day 28

2.05

What is the main difference between the biscuit method and the quick bread method?

* Biscuit vs. quick breads
* Biscuit outline
* Red Lobster biscuits

Day 29

2.05

How are quick breads prepared?

* Lab
* Cinnamon quick bread lab
* As bread is baking students will fill in muffin outline

Day 30

2.05

What information do I need to know for the dairy, egg, and quick bread portion of my test?

* Review
* **“Mini-test” on Dairy, Eggs, and Quick Breads**
* Chopped episode

Day 31

2.05

What nutrients are provided by fruits and how can they be prepared?

* Fruits
* Ppt. with outline for fruits
* Classification/comparison activity
* Emeril cooking with fruit episode

Day 32

2.05

What nutrients are provided by vegetables and how can they be prepared?

* Vegetables
* Webquest for vegetable information
* Vegetable classification activity

Day 33

2.05

How should fruits and vegetables be prepared?

* Fruits
* Vegetables
* Preparation Methods
* Students will complete a study guide in order to review fruit and vegetable information
* Apples in a bag lab

Day 34

2.05

What are legumes

* legumes
* Students will work in small groups to unscramble and place in order the steps used to prepare legumes
* Library assignment comparing varieties of legumes, their flavor, prep. method, and cost
* complete a fruit and vegetable puzzle activity

Day35

2.05

How are fruits and vegetables prepared?

* Lab
* Students will choose either apple crisp or loaded potato soup to prepare Ppt. with outline about legumes

Day 36

2.05

How are cooking methods determined based on types/cuts of meat?

* Cooking methods
* Meat products
* “It’s Getting Hot in Here” ppt.
* Students will create a graphic organizer to organize information about meat products and their recommended cooking method
* Chili cook-off group discussion

Day 37

2.05

How are legumes and meat prepared?

* Lab
* Chili cook-off

Day 38

2.05

What do I need to know for my Obj. 2.05 test?

* Test review
* Fish and shellfish notes
* Something fishy
* Grain notes
* Rice and Pasta review sheet

Day 39

2.05

What are the basic ingredients used in casseroles?

* Casseroles
* Main dish salads
* Casserole web quest-library first half
* Casserole prep work for casserole lab

Day 40

2.05

What are variations that can be made from basic casseroles?

* Lab
* Students will prepare a variety of casserole dishes or shrimp scampi

Day 41

2.05

What do I need to know for my Obj. 2.05 test?

* Test

Students will complete various activities to review for their Obj. 2.05 unit test

Day 42

2.05

What do I need to know for my Obj. 2.05 test?

* Test
* Obj. 2.05 unit test

Day 43

3.01

What are the classifications of table appointments?

* Tableware
* Students will analyze a picture of a table setting and participate in a class discussion about what that table setting can tell us about the type of meal being served.
* PowerPoint notes for Table Appointments
* Students will work on part I of their “Party Project”

Day 44

3.01

How are table appointments placed for meal service?

* Table setting

* Students will be asked to draw a representation of a proper place setting. Through their notes we will see how much prior knowledge they had on how to set a place setting correctly.
* PowerPoint notes on Table Setting
* “Decode a Place Setting” orally as a class for review
* Students will complete part II of their “Party Project”

Day 45

3.02

What are the reasons for good manners at mealtime at home and when eating out?

* Mealtime etiquette
* Meal service pre-assessment
* Types of meal service ppt. presentation
* Students will watch the table scene from Clue to illustrate why good table manners are important.
* As a class, we will respond to an overhead activity “What Do You Do” to assess student’s prior knowledge and experience with table etiquette.
* Students will volunteer to share what types of table manners are expected of them at home.
* Web quest assignment for table manners

Day 46

3.02

How can we put what we have learned about table setting and meal etiquette into practice?

* Table setting
* Meal etiquette
* Lab
* Students will participate in a lab. Each lab group will be responsible for setting the table properly for their group as well as practicing good table manners as they eat.

Day 47

3.02

What are the differences between table manners and meal etiquette in other cultures?

* Cultural differences
* Recognizing faux pas in dining etiquette

* Week 13 Quiz
* Students will use the internet to research dining etiquette of another culture of their choosing. They will then compare and contrast the information they found with dining etiquette in the United States. Students will share their findings with the class.

Day 48

4.01

What are functions and sources of carbohydrates?

* Nutrients; carbohydrates
* **Obj. 3.01-3.02 Test**
* Students will receive a new table of contents for Obj. 4.01
* As a warm-up, students will complete 6 key terms relating to nutrition and carbohydrates
* Begin Katie Lamm nutrient Project

Day 49

4.01

How does culture affect the foods we eat?

* Cultural influences on food choices
* Nutrient Project

Day 50

4.01

What are the functions and sources of fats?

* Nutrients; fats

* “Nutrient project

Day 51

4.01

What are the functions and sources of proteins?

* Nutrients; proteins
* Review questions and problems to check for student understanding from previous day.
* Nutrient project presentations

Day 52

4.01

How are recipes prepared that included carbohydrates, fats, and proteins?

* Lab
* Students will prepare Lower fat chicken alfredo

Day 53

4.01

What important information should I know about carbohydrates, fats, and proteins?

* Review
* Nutrients; Vitamins/Minerals
* Go over nutrient books to ensure vital information was obtained. )overheads)
* Nutrient review packet.
* Nutrient quiz tomorrow

Day 54

4.01

What are the functions and sources of minerals?

* Review
* Nutrients; Water

* Week 15 quiz
* **Portion sheet**

 **Portion link, do as class**

<http://hp2010.nhlbihin.net/portion/portion.cgi?action=question&number=1>

go over my plate overhead (copy onto portion sheet)

* **Diet and dental health**
* **Culture project**

Day 55

4.01

What are the functions and sources of minerals?

* Review
* Nutrients; Water

* Deficiencies handout – will review and highlight important info.
* Deficiency menu activity with peer review
* Students will complete Food Term Pizza definitions to use for review

Day 56

4.01

How are recipes prepared that include carbohydrates, fats, proteins, vitamins, and minerals?

* Lab
* Culture lab

Day 57

4.01

What are the functions and sources for the 6 main nutrients?

* Review
* Students will play a PIZZA (bingo) game to review terms for their nutrient test
* Cultural foods notes
* Students will play Nutrient Jeopardy to review for test

Day 58

4.02

What are the functions and sources for the 6 main nutrients?

* Review
* 4.02
* Students will play Nutrient Jeopardy to review for test
* Students will complete a learning log entry listed specific nutrient needs/health concerns for each stage of the lifecycle in order to pre-assess prior knowledge.
* PowerPoint presentation with graphic organizer detailing Good Nutrition During the Life Cycle
* Life Cycle worksheet to check for understanding
* Students can begin working on the terms for Obj. 4.02

Day 59

4.02

How do healthy food choices reduce the risk for major chronic conditions, disease, and eating disorders?

* Chronic conditions

Day 60

* 4.01 test
* Keep On Track nutrition for review (think, pair, share)
* Nutrition and Chronic conditions PowerPoint with graphic organizer
* Eating disorder video – student will create a Venn diagram to compare/contrast the two main characters in the video

Day 61

4.02

How can menus be adapted in order to reduce the risk for major chronic conditions, manage certain diseases, and cater to people with specific eating patterns?

* Special menu planning
* Chronic conditions question and answer to check for understanding from previous lesson
* Overhead notes for specialized eating plans: vegetarian, allergies, food intolerances
* Review for Obj. 4.02 Test

Day 62

5.01

Why do we eat the foods we eat?

* Influences on food choices
* **Obj. 4.02 Test**
* New table of contents and Key Terms for Obj. 5.01-5.02
* Each pair of students will receive an index card with alternating question: Why do we eat? and What are the traits of healthy people? Students will discuss and we will compile answers on the overhead.
* Students will receive a “Why do I Eat?” questionnaire to assess what factors influence the food choices that they make.
* Ppt. notes on Individual Influences on Food Choices

Day 63

5.01

What does MyPlate mean for my food choices?

* Lab
* Students will prepare a pizza and analyze food and outline MyPlate information.

Day 64

5.01

How does culture affect the foods we eat?

* Cultural influences on food choices
* Student fast write: analyze the food choices you made during the last week. These will be filed in their learning log.
* External Food Influences ppt.
* Students will analyze food advertisements in order to assess what type of influence the media has over our food choices

Day 65

5.02

What are credible sources of sources of scientific nutrition and fitness information?

* Dietary guidelines
* Graphic organizer for Dietary Guidelines and new “My Plate” information
* “What’s Behind the Dietary Guidelines?” review to check for understanding

Day 66

6.01

What factors affect how someone shops for food?

* Factors affecting food selection
* Strategies for saving money
* Students will receive vocabulary terms for Obj. 6.01
* Students will complete the “Factors That

Affect Food Selection” graphic organizer

* USING CHAPTER 17 IN Food for today complete “Where do I go” ws
* Students will analyze a food label transparency in order to become comfortable with food label information
* Students will watch an Oprah episode detailing cooking on a budget

Day 67

6.01

How can families shop for nutritious foods on a budget?

* Store options
* Food budgeting practice
* Students will complete “Types of Stores” worksheet to identify advantages and disadvantages of the different types of food stores.
* Ppt. and outline for Managing the Food Dollar
* Students will receive handout “Ways to Stretch Your Food Dollar”, we will read together as a class
* Food budgeting activity

Day 68

6.01

What are strategies for selecting and storing food properly?

* Food selection and storage
* “Food Selection and Storage” notes with graphic organizer
* How calories add up overhead
* Meal appeal ppt
* Meal appeal assignment
* 6.02 meal patterns outlines
* NEED TO WORK ON THIS LESSON MORE ON TEST

Day 69

6.02

What are factors that should be considered when planning meals?

* Factors affecting meal planning
* Meal Appeal
* **Obj. 6.00 test**
* Students will take notes on Factors affecting meal planning and what types of meals are appealing to the senses
* Meal Appeal activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early release | 6.02 | What are factors that should be considered when planning meals? | * Factors affecting meal planning
* Meal Appeal
 | * **Obj. 6.00 test**
*
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