

# WEST DEPTFORD HIGH SCHOOL—

VISUAL AND PERFORMING ARTS

*Art III/IV*

2015-2016

*Renee Richardson*

Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
<p>Unit 1 Introduction to portfolio development</p> <p>7-8 days</p>	<p><b>1.1 The Creative Process:</b> 1.1.12.D.1 (E&amp;P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)</p> <p><b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)</p> <p><b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate)</p> <p><b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)</p> <p><b>8.1 Educational technology:</b> All Students in order to solve problems individually and collaborate and create and communicate knowledge 9.3.HT-RFB.2 9.3.HT-RFB.8</p> <ul style="list-style-type: none"> <li>Define the causes of food poisoning and the measures required to prevent food poisoning. 9.3.HT-RFB.2 9.3.HT-RFB.8</li> <li>Create an information sheet on a virus, disease, or pathogen that causes food</li> </ul>	<ul style="list-style-type: none"> <li>How does one maintain a safe working condition to prevent illness?</li> <li>What are the names of the many bacteria, fungus, or parasites that cause food poisoning?</li> <li>How does one measure a variety of ingredients accurately with the standard equipment?</li> <li>How does one double or reduce a recipe amount?</li> </ul>	<ul style="list-style-type: none"> <li>Completions of Safe serve concepts as to do now's daily and apply.</li> <li>Research one food borne pathogen and share information with the class: identify the food source, how contaminated, type of contamination, and prevention. Identify the symptoms of the resulting disease.</li> <li>Complete review sheets: abbreviations, math, terms, and equipment</li> <li>Measure accurately in a demo lab and then kitchen group.</li> </ul>	<ul style="list-style-type: none"> <li>To Do Now's in electronic file.</li> <li>Power point answers on sheet</li> <li>Lab situations</li> <li>Individual report of one item and report to the class.</li> <li>Completion of the pathogen disease chart.</li> <li>Measuring sheet, doubling and halving amounts sheet</li> <li>Lab situations</li> </ul>

	<p>poisoning. 9.3.HT-RFB.2 9.3.HT-RFB.8 9.3.HT-RFB.10 TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</p> <ul style="list-style-type: none"> <li>Identify and use the correct piece of equipment and small appliances to complete a task efficiently in the lab. 9.3.HT-RFB.8</li> </ul>	<ul style="list-style-type: none"> <li>How does one organize and cooperate in the kitchen lab for efficiency and safety?</li> </ul>	<ul style="list-style-type: none"> <li>Complete work in a group: scavenger hunt of equipment, prepare baked apples</li> <li>Apply during demo</li> </ul>	<ul style="list-style-type: none"> <li>Scavenger Hunt of equipment</li> <li>Microwave safety sheet</li> <li>Lab activity</li> <li>Food comments on items sampled in class</li> </ul>
Time Interval/Content	Standards/Strands	Essential Questions	Skills	Assessments
<p><b>Unit 2: Career Exploration</b></p> <p><i>2-5 days</i></p>	<ul style="list-style-type: none"> <li>Explore the related careers available in hospitality industry. 9.2.8.B.1,3, 4 9.2.12.C.3, 5.</li> <li>Define personal qualities needed by a chef. Research and report on one of the related careers available in the Hospitality &amp; Tourism-Restaurant &amp; Food/Beverage cluster. 9.2.8.B.1,3 TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>All students will develop career planning and workplace readiness skills: 4 9.2.12.C.3, 5</li> <li>All students will use critical thinking, decision making, and problem solving skills: 9.3.HT-RFB.9</li> <li>All students will demonstrate self-management skills: 9.3.HT-RFB.9</li> </ul>	<ul style="list-style-type: none"> <li>What are the personal skills needed to excel in any job and in a career in the hospitality industry?</li> <li>How does one navigate the web for career information?</li> </ul>	<ul style="list-style-type: none"> <li>Summary of details and navigating the internet –OOH Handbook.</li> <li>Use of power point or written doc with illustrations electronically submitted.</li> </ul>	<ul style="list-style-type: none"> <li>Completed a power point or electronic poster on a career in the hospitality industry.</li> <li>Present information to the class.</li> </ul>
Time Interval/Content	Standards/Strands	Essential Questions	Skills	Assessments
<p><b>Unit 3: Quick Breads</b></p> <p><i>18-20 days. Food preparation is allows students to see an item</i></p>	<ul style="list-style-type: none"> <li>Explain the rational, and demonstrate safe handling of food during preparation, storage and service to prevent food borne illnesses. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Define cooking and baking terms frequently used in recipes. Effectively use technology to</li> </ul>	<ul style="list-style-type: none"> <li>How does one work in the lab to maintain a safe product?</li> <li>How does one read a recipe to follow to produce a quality product?</li> </ul>	<ul style="list-style-type: none"> <li>Observe demonstration.</li> <li>Model preparation of biscuits, cinnamon rolls, and or hot pockets.</li> <li>Select one term define and illustrate the skill.</li> </ul>	<ul style="list-style-type: none"> <li>To Do Now's in notebook</li> <li>Power point answers on sheet</li> <li>Term sheet,</li> <li>Lab situations</li> </ul>

<p><i>produced to model, or to prepare and follow a new recipe. The items selected relate to the review of information on equipment, preparation terms, measuring, and the math calculations to double or cut in half a recipe.</i></p>	<p>complete a research of a baking term. Write and orally present information to the class according to a rubric. TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10.</p> <ul style="list-style-type: none"> <li>Identify and use the correct piece of equipment and small appliances to complete a task efficiently in the lab. 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Measure accurately ingredients (liquids, solid fat, table sugar, brown sugar, flour, molasses etc.) according to the nature of the substance. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Compute accurately the amounts needed when a recipe is doubled or cut in half prior to preparing the food. 4.1 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Quick Breads: Describe and produce items using the biscuit and muffin methods in a laboratory situation giving attention to efficient work procedures and cooperative work habits. Explain the function of the basic ingredients and types of leavening agents. Classify quick breads. Describe finishes and storage procedures for quick bread products. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Calculate the cost and nutritional value of a product. 4.1 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> </ul>	<ul style="list-style-type: none"> <li>How does one select the correct pan to use to have a quality product?</li> <li>How is measuring executed correctly in the lab?</li> <li>How does one prepare a shopping list with quantities needed to double or reduce if necessary?</li> <li>What makes a quick bread a quick bread?</li> <li>Provide nutrition information for the introductory recipes. How can the nutritional information for food be found on the internet?</li> </ul>	<ul style="list-style-type: none"> <li>Selection and care of the equipment in the lab.</li> <li>Accurate measuring of a variety of ingredients.</li> <li>Shopping list prepared individually for each kitchen.</li> <li>Preparation and work in a kitchen with group to complete a task within a time constraint.</li> <li>Students when selecting a recipe will need to provide nutritional information from the internet when selecting.</li> <li>Selection of healthy recipes and cost for the Health stand.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of product produced in the lab.</li> <li>Food comments on items sampled in class</li> <li>Teacher evaluation weekly.</li> <li>Student evaluation of work in lab on weekly activity.</li> <li>Selection of recipes individually when given the opportunity.</li> <li>Teacher evaluation of work in groups.</li> <li>Student reflection on comments of the food.</li> <li>Evaluation of recipes as a nutritional balanced quick bread.</li> </ul>
<p><b>Lab application Lessons for All Units that have Preparation activities- with these standards,</b></p>	<ul style="list-style-type: none"> <li>Explain the rational, and demonstrate safe handling of food during preparation, storage and service to prevent food borne illnesses. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 . TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>How does one maintain a safe working condition to prevent illness?</li> </ul>	<ul style="list-style-type: none"> <li>Completions of Safe serve concepts as to do now's daily and apply.</li> <li>Maintaining the HAACP for safety.</li> </ul>	<ul style="list-style-type: none"> <li>To Do Now's in electronic file.</li> <li>Power point answers on sheet</li> <li>Lab situations</li> </ul>

<p><b>skills, and assessments will be applied.</b></p>	<ul style="list-style-type: none"> <li>Identify and use the correct piece of equipment and small appliances to complete a task efficiently in the lab. 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Measure accurately ingredients (liquids, solid fat, table sugar, brown sugar, flour, molasses etc.) according to the nature of the substance. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Compute accurately the amounts needed when a recipe is doubled or cut in half prior to preparing the food. 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Organize their work cooperatively and efficiently to prepare samples within a time limit and maintaining sanitation. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Demonstrate and apply principles of human resource management in a foods laboratory concentrating on principles of organization, safety, and sanitation. 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Analyze relationships among the components of recipes and use new recipes correctly to replicate foods of different cultures. 9.3.HT-RFB.2 9.3.HT-RFB.3 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> </ul>	<ul style="list-style-type: none"> <li>How does one measure a variety of ingredients accurately with the standard equipment?</li> <li>How does one double or reduce a recipe amount?</li> <li>How does one organize and cooperate in the kitchen lab for efficiency and safety?</li> <li>How can the lab assignments be completed within the time and in the lab cooperatively and accurately?</li> <li>What makes a good recipe?</li> <li>How can one evaluate recipes on line for accuracy?</li> </ul>	<ul style="list-style-type: none"> <li>Complete review sheets: abbreviations, math, terms, and equipment</li> <li>Measure accurately in a demo lab and then kitchen group.</li> <li>Ability to follow a recipe, measure, and apply terms of preparation.</li> <li>Shopping list prepared individually for each kitchen.</li> <li>Recipes chosen for the buffet will need to be increased, and those for sampling or learning a technique will be decreased.</li> <li>Ability to follow a recipe, measure, and apply terms of preparation.</li> <li>Cooperation within the lab setting.</li> <li>Use a variety of recipe forms and different combination to make products.</li> </ul>	<ul style="list-style-type: none"> <li>Measuring sheet, doubling and halving amounts sheet</li> <li>Lab situations</li> <li>Completion of equipping a kitchen on a budget.(exam)</li> <li>Lab results and shopping list with amounts calculated.</li> <li>Food comments on items sampled in class</li> <li>Creation of an electronic link file for a cookbook. (exam)</li> </ul>
<p>Time Interval/ Content</p>	<p>Standards/Strands</p>	<p>Essential Questions</p>	<p>Skills</p>	<p>Assessments</p>
<p><b>Unit 4: Yeast breads</b> 10-13 days</p>	<ul style="list-style-type: none"> <li>Define the terms associated with yeast bread production (inhibiting agent, proofing, make up, scale, knead, rest, raise).</li> <li>Prepare, make up, finish and evaluate yeast and sweet yeast products made from different type flours, and frozen dough.</li> </ul>	<ul style="list-style-type: none"> <li>What are the specific terms used in preparing yeast products?</li> <li>How does flour type affect a yeast product?</li> <li>What are and how are the different methods of yeast</li> </ul>	<ul style="list-style-type: none"> <li>Reading, completion of information sheets using packets, Internet or power point presentations.</li> <li>Observe demonstration and modeling of preparation techniques.</li> <li>Reading and identifying sources of</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets.</li> <li>Graded by the teacher.</li> <li>Self evaluated the product and process by student.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the three methods of yeast bread production: sponge, straight dough, batter.</li> <li>Prepare and shape rolls, loaves and fried yeast products.</li> <li>Shape common Danish pastries, fill and top sweet yeast products, and raised doughnuts. Prepare and glaze doughnuts. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 .TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>production different?</li> <li>How does one shape different products?</li> </ul>	<ul style="list-style-type: none"> <li>information using the internet or school data bases.</li> </ul>	<ul style="list-style-type: none"> <li>Student reflection on comments of the food.</li> </ul>
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 5: Cake Frosting and Decorating</b> 14-16 days	<ul style="list-style-type: none"> <li>Cakes: Describe the types of flour used for cakes and their qualities.</li> <li>Describe and evaluate the 3 types of cakes and identify the reasons for errors in production.</li> <li>List the purposes of icing. Prepare basic types of icing: cream, flat, boiled, fudge, fondant, and royal.</li> <li>List the steps in icing a cake, and the qualities of each type.</li> <li>Demonstrate use, and care of pastry bags and tips to complete a project: gingerbread house, holiday tree, egg, or decorated chocolate. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 .TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>What are the main forms of food poisoning and what are the steps to eliminate or prevent. (as applies to cakes, and icing varieties.)</li> <li>What are the characteristics of cakes and what are the problems to prevent?</li> <li>What are the characteristics of different icing and when are they best used?</li> </ul>	<ul style="list-style-type: none"> <li>Reading, completion of information sheets using packets, Internet or power point presentations.</li> <li>Quality production of different cakes as cupcakes first.</li> <li>Cupcakes will be practiced decorated to practice using the tips and the pastry bags.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the worksheets, and questions using the power points and or internet</li> <li>Cake preparation as cupcakes.</li> <li>Decoration practice on cupcakes.</li> <li>Completion of the gingerbread house in the fall semester or sugar egg in the spring semester as an individual decorating evaluation.</li> <li>Students will self evaluate.</li> </ul>
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 6: Cookies</b> 12-14 days	<ul style="list-style-type: none"> <li>Cookies: Identify and describe the six types of cookies.</li> <li>Complete the basic types of cookie make up with the panning procedures.</li> <li>State the standards of quality cookies. Identify the factors affecting baking and cooling of cookies.</li> </ul>	<ul style="list-style-type: none"> <li>What are the main forms of food poisoning and what are the steps to eliminate or prevent (as applies to preparing, baking and storing cookies for use at a later time).</li> <li>What are the 6 types of cookies</li> </ul>	<ul style="list-style-type: none"> <li>Plan the entire buffet menu considering cost and labor involved. (Students will be able to use the walk in refrigerator in the cafeteria kitchen.)</li> <li>Select the cookies from each type and the class will determine the</li> </ul>	<ul style="list-style-type: none"> <li>Completion of cookie worksheet questions.</li> <li>Select of the 6 types of cookies with nutrition and cost information</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate cookie problems and their causes.</li> <li>State procedures for coloring, icing, and garnishing cookies. Store cookies correctly. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 .TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Calculate the cost and nutritional content of a cookie or snack. Alter a recipe to increase the nutritional content, decrease the cost but maintain the quality. (Especially for the product for Alex Lemonade stand.) Also for the Nutrition Snack Stand. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 .TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<p>and what are the advantages of each when being served to a large number of individuals? (consider cost, storage, and labor involved in preparation)</p>	<p>combination to prepare for the winter and teacher appreciation buffets.</p> <ul style="list-style-type: none"> <li>Store the cookies.</li> <li>Prepare cookie exchange boxes after the event.</li> <li>Selection of recipes for Alex Lemonade Stand, and Nutrition Bar</li> </ul>	<p>included</p> <ul style="list-style-type: none"> <li>Sample cookies and write comments on each lab. Include the reason why the cookie came out or did not come out.</li> <li>Storage of cookies for buffet or luncheon.</li> </ul>
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 7: Pastries</b> <i>4-12 days</i>	<ul style="list-style-type: none"> <li>List and describe the types of pies and pie crusts and qualities of each.</li> <li>Arrange in order the steps for mixing pastry considering the chemical reactions.</li> <li>Prepare and evaluate: puff pastry product; choux paste dough; custard filling for choux paste products; pie crust; custard, chiffon, and fruit pie; lattice top, meringue, whipped cream, crumb topping, and glazing for pie crusts; phyllo desserts; and or cannoli. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 .TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>What are the main forms of food poisoning and what are the steps to eliminate or prevent? (Stress fruit pies and crème pies can be a haven for food poisoning if not stored correctly.)</li> <li>What are the advantages and disadvantages of each type of pastry?</li> <li>What are the criteria in selecting a tested recipe?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate quality of the sample pastry crust.</li> <li>Complete an electronic cookbook. Selection of 2 different types of pastries.</li> <li>Prepare as a class cannolies, chocolate éclairs and the select a recipe to be prepared in a period and presented to the class in plated form.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet and question completion after demo.</li> <li>Recipe selection with nutrition and cost included.</li> <li>Labs to prepare pastries with comments as to quality and why it failed if it did not turn out.</li> </ul>
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 8: Candies</b> <i>2-4 days-for preparation of the buffet</i>	<ul style="list-style-type: none"> <li>List the stages and qualities of each stage of candy making.</li> <li>Prepare fondant from scratch and compare their product to a commercially prepared one.</li> <li>List the steps to make chocolate candies. Prepare fudge. 4.1 9.3.HT-RFB.2 9.3.HT-</li> </ul>	<ul style="list-style-type: none"> <li>What are the advantages and disadvantages of each different form of cookbooks?</li> <li>How can candy be included in a healthy diet? Provide some healthy choices to prepare-caramel popcorn, peanut brittle.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a healthy candy and sample.</li> <li>Prepare a fudge or chocolate molded candy design.</li> <li>Sample and evaluate the candy prepared. (Generally for buffet)</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet and question completion.</li> <li>Recipe selection with nutritional information and cost.</li> </ul>

	RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 . TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3			<ul style="list-style-type: none"> <li>Labs to prepare with comments of taste and presentation of each item prepared by the class.</li> </ul>
Time Interval/Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 9: Garnishing and Food Presentation</b> 4-8 days (This is generally included with other lab activities.	<ul style="list-style-type: none"> <li>Compute accurately the amounts needed when a recipe is doubled or cut in half prior to preparing the food. 4.1,</li> <li>Apply and demonstrate several methods of service for attractive presentations. (Back to School Night, Winter Holiday buffet, and Musical Play Senior Citizen refreshments, Teacher appreciation buffet, Senior Awards Night, and or Senior Citizen Prom) 4.1            9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> </ul>	<ul style="list-style-type: none"> <li>What are the main forms of food poisoning and what are the steps to eliminate or prevent.(as applies to serving food at a buffet.)</li> <li>What are the effective qualities of an effective professional chef?</li> <li>How can one safely prepare a large quantity of food for a large number of people?</li> <li>How can one plan a function with a theme and within a budget (limited resources)?</li> <li>What are acceptable finger foods and how should they be presented at a buffet?</li> </ul>	<ul style="list-style-type: none"> <li>Use correctly the equipment for garnishing the vegetables and fruits for the trays for event.</li> <li>View a video on garnishing and apply when preparing food for event.</li> <li>Identify the principles of understanding a recipe packet, and then the ingredients used in quick breads and their function.</li> </ul>	<ul style="list-style-type: none"> <li>Math calculation sheets completed.</li> <li>Buffet preparation and service questions sheet.</li> <li>Selection of a menu considering nutrition, cost and number of quests.</li> <li>Preparation of food and conduct during the event. To be evaluated by student and teacher individually.</li> </ul>
Time Interval/Content	Standards/Strands	Essential Questions	Skills	Assessments
<b>Unit 10: Exam and cumulative assessment:</b>	<ul style="list-style-type: none"> <li>Calculate the cost and nutritional value of a product. 4.1</li> <li>Plan a cake for a decorating contest OR research a dessert and provide step by step simple directions where other students may create the dessert. This may be an exact replica or an adaptation. The recipe will be creatively presented to the class. 94.1            9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 . TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Compile an electronic link cookbook for future reference. TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Organize a functional kitchen, and select the</li> </ul>	<ul style="list-style-type: none"> <li>How should I conduct myself in the lab for safety and time efficiency?</li> <li>What are the advantages and disadvantages of each different form of cookbooks?</li> <li>What are the criteria in selecting a tested recipe?</li> <li>How can a consumer equip a kitchen on a budget?</li> </ul>	<ul style="list-style-type: none"> <li>Complete an electronic cookbook.</li> <li>Equip a kitchen on a budget and make wise consumer choices to justify the selection of items.</li> <li>Select a recipe to be prepared in a period and presented to the class in platted form.</li> <li>Completion of the practical and written exam.</li> </ul>	<ul style="list-style-type: none"> <li>Cake and icing selection and the execution of the decoration for the exam practical.</li> <li>OR selection of a recipe to plate for the class. Both must include the cost and nutrition.</li> <li>This lab experience will be evaluated by the student and the teacher.</li> <li>Equipping a kitchen</li> </ul>

	<p>equipment needed within a budget. 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 . TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</p> <ul style="list-style-type: none"> <li>Note if this is the student's last course they will have the opportunity to sit for the Safe Serve nationally administer test of Food Safety. This is a prerequisite for working in many foods related jobs.</li> </ul>		portions of the exam	<p>exercise.</p> <ul style="list-style-type: none"> <li>Electronic cookbook.</li> </ul>
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments
Lab application Lessons for All Units that have Preparation activities	<ul style="list-style-type: none"> <li>Explain the rational, and demonstrate safe handling of food during preparation, storage and service to prevent food borne illnesses. 9.3.HT-RFB.2 TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Identify and use the correct piece of equipment and small appliances to complete a task efficiently in the lab. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Measure accurately ingredients (liquids, solid fat, table sugar, brown sugar, flour, molasses etc.) according to the nature of the substance. 4.1 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10 . TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> <li>Compute accurately the amounts needed when a recipe is doubled or cut in half prior to preparing the food. 4.1 9.3.HT-RFB.10</li> <li>Organize their work cooperatively and efficiently to prepare samples within a time limit and maintaining sanitation. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</li> <li>Demonstrate and apply principles of human resource management in a foods laboratory concentrating on principles of organization,</li> </ul>	<ul style="list-style-type: none"> <li>How does one maintain a safe working condition to prevent illness?</li> <li>How does one measure a variety of ingredients accurately with the standard equipment?</li> <li>How does one double or reduce a recipe amount?</li> <li>How does one organize and cooperate in the kitchen lab for efficiency and safety?</li> <li>How can the lab assignments be completed within the time and in the lab cooperatively and accurately?</li> </ul>	<ul style="list-style-type: none"> <li>Completions of Safe serve concepts as to do now's daily and apply.</li> <li>Maintaining the HAACP for safety.</li> <li>Complete review sheets: abbreviations, math, terms, and equipment</li> <li>Measure accurately in a demo lab and then kitchen group.</li> <li>Ability to follow a recipe, measure, and apply terms of preparation.</li> <li>Recipes chosen for the buffet will need to be increased, and those for sampling or learning a technique will be decreased.</li> <li>Ability to follow a recipe, measure, and apply terms of preparation.</li> <li>Cooperation within the lab setting.</li> </ul>	<ul style="list-style-type: none"> <li>To Do Now's in notebook</li> <li>Power point answers on sheet</li> <li>Lab situations</li> <li>Measuring sheet, doubling and halving amounts sheet</li> <li>Lab situations</li> <li>Completion of equipping a kitchen on a budget.(exam)</li> <li>Lab results and shopping list with amounts calculated.</li> <li>Food comments on items sampled in class</li> <li>Student evaluation and teacher evaluation for lab activities.</li> </ul>

	<p>safety, and sanitation. 9.3.HT-RFB.2 9.3.HT-RFB.4 9.3.HT-RFB.8 9.3.HT-RFB.10</p> <ul style="list-style-type: none"> <li>Analyze relationships among the components of recipes and use new recipes correctly to replicate foods of different cultures. 9.3.HT-RFB.3 9.3.HT-RFB.8 9.3.HT-RFB.10 TECH 8.1.8E.1 TECH 8.1.12.A.1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good recipe?</li> <li>How can one evaluate recipes on line for accuracy?</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of recipe forms and different combination to make products.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of an electronic cookbook. (exam)</li> </ul>
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