

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Nutrition**

Content Standard: **Identify the basic principles of nutrition and apply them to the selection of wise food choices.**

State Curriculum Standard: **11.3.12E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.**

11.3.12C Evaluate sources of food and nutrition.

11.3.9D Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol, and heart disease; folate and birth defects; sodium and hypertension).

11.3.9C Analyze the impact of food addictions and eating disorders on health.

Course Content	Student Performance	Resources	Assessments
<p>A. Studying How your Body Uses the Nutrients in the Foods You Eat</p> <p>B. Mypryamid Serves as a Model for Eating a Properly Balanced Diet</p> <p>C. Six Basic Nutrients</p> <ul style="list-style-type: none"> • Carbohydrates • Fats • Proteins • Vitamins • Minerals • Water <p>D. Digestion is the Bodily Process of Breaking Food Down into Simpler Compounds the Body Can Use</p>	<ul style="list-style-type: none"> • Complete teacher made study guide on nutrition • Identify the different food groups of Mypryamid. • View video/reflection • Computer diet analysis of 24-hour food intake record • Identify the body systems used in digestion and explain each function 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Mypryamid.gov handout(s) • Video • www.mypyramid.gov • <u>Food for Today</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> • Study guide • Portfolio • Diet analysis and printouts from analysis

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Course Content	Student Performance	Resources	Assessments
E. Following Dietary Guidelines for Americans can Help Decrease the Risk of Diet-Related Illnesses	<ul style="list-style-type: none"> Identify and discuss the seven dietary guidelines for Americans View samples of amounts of sugar, fat, and salt in common foods 	<ul style="list-style-type: none"> USDA website Nasco fat, sugar, and salt tubes 	<ul style="list-style-type: none"> Lab
F. The Amount and Type of Fat Eaten in the Diet Plays a Role in the Healthfulness of the Diet <ul style="list-style-type: none"> Cholesterol is a fat-like substance found in foods from animal sources 	<ul style="list-style-type: none"> Identify foods high in fat and classify the fat as solid or liquid at room temperature, plant or animal source, saturated and unsaturated 	<ul style="list-style-type: none"> Nutrition Lab "Classification of Fats" 	
G. Weight Maintenance is a Life-Long Process and Affects Health	<ul style="list-style-type: none"> Calculate frame size and determine ideal body weight View video/reflection Discuss sound and fad diet practices and resulting illnesses 	<ul style="list-style-type: none"> Video 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Kitchen Skills**

Content Standard: **Demonstrate the ability to perform basic kitchen skills including: reading recipes, kitchen safety, measuring and use of kitchen equipment.**

State Curriculum Standard: **11.3.9.F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**
11.3.9B Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.
 PSSA Math Anchors: **M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.**
M11.B.1 Apply appropriate techniques, tools and formulas to determine measurements.
 PSSA Reading Anchors: **R11.A.2 Understand nonfiction appropriate to grade level.**

Course Content	Student Performance	Resources	Assessments
A. Working Efficiently and Safely in the Kitchen <ul style="list-style-type: none"> Basic equipment Efficient arrangement 	<ul style="list-style-type: none"> Identify the different types of kitchen appliances 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Study guide Portfolio
B. Prevent Accidents in the Kitchen <ul style="list-style-type: none"> Paying close attention to what you are doing Careful work habits Follow safety rules consistently 	<ul style="list-style-type: none"> Discuss the different accidents that can occur within the kitchen and how they can be prevented 	<ul style="list-style-type: none"> Teacher-made handout(s) 	
C. Food Borne Illness Known as Food Poisoning, is a Sickness that Results from Eating Food Unsafe to Eat	<ul style="list-style-type: none"> Read and discuss how to avoid the spread of food borne illnesses 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) Video 	
D. Recipes Provide Information Needed to Prepare a Meal or Dish	<ul style="list-style-type: none"> Discuss the different parts of a recipe 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	

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Course Content	Student Performance	Resources	Assessments
E. Measuring Equipment is Needed to Complete a Recipe Correctly F. Kitchen Techniques Used Within the Kitchen: <ul style="list-style-type: none"> • Cutting • Mixing • Cooking • Microwaving 	<ul style="list-style-type: none"> • Identify the different types of measuring equipment • Discuss the different cooking techniques used in the kitchen 		<ul style="list-style-type: none"> • Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Grain Products**

Content Standard: **Identify and apply principles of selecting and preparing grain products.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
1.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
<p>A. All Plants in the Grass Family are Grains Known as Cereal</p> <ul style="list-style-type: none"> Common grains in North America include: <ul style="list-style-type: none"> Wheat Corn Rice Oats Rye Barley Buckwheat Millet 	<ul style="list-style-type: none"> Identify the different part of about grain Read and discuss the importance of grain products 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) Teacher-made study guide 	<ul style="list-style-type: none"> Portfolio Study guide <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities
<p>B. Grain Products are Quick and Easy to Prepare when Sold in the Convenience Form</p>	<ul style="list-style-type: none"> Demonstrate the proper preparation of convenience forms of grains 	<ul style="list-style-type: none"> Grain food lab 	<ul style="list-style-type: none"> Food lab
<p>C. When Buying Grains, Nutrition Should be Kept in Mind</p>	<ul style="list-style-type: none"> Discuss the different ways grains are sold and what to look for when buying grains 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) 	
<p>D. Specific Cooking Methods and Times Vary When Cooking Grains</p>	<ul style="list-style-type: none"> Compare how the amount and temperature of water affect pasta when cooked 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) Teacher-made experiment 	<ul style="list-style-type: none"> Analysis of experiment

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Unit: **Breads**

Content Standard: **Identify and apply principles of selecting and preparing bread products.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
1.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
A. Quick Breads and Yeast Breads are Baked Products	<ul style="list-style-type: none"> Discuss the cost and storage of baked products 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Portfolio
B. Quick Breads may be Made from Batter or Dough	<ul style="list-style-type: none"> Discuss difference between batter and dough 	<ul style="list-style-type: none"> Teacher-made worksheet(s) 	<ul style="list-style-type: none"> Study guide
C. Basic Ingredients in Quick Breads <ul style="list-style-type: none"> Flour Liquid Fat Eggs Sugar Salt Leavening agent 	<ul style="list-style-type: none"> Read and discuss the purpose of each ingredient in a quick bread 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	
D. Gluten is a Protein <ul style="list-style-type: none"> Gives strength and elasticity to batter and dough Gives structure to baked products 	<ul style="list-style-type: none"> Identify gluten and discuss the purpose of gluten in the baked product 		
E. Two Methods for Preparing Baked Products: <ul style="list-style-type: none"> Biscuit method Muffin method 	<ul style="list-style-type: none"> Define the two types of mixing methods Demonstrate and evaluate the successful preparation of the biscuit and muffin method 	<ul style="list-style-type: none"> Biscuit food lab Muffin food lab 	<ul style="list-style-type: none"> Lab

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Course Content	Student Performance	Resources	Assessments
<p>F. Baked Products can also be Prepared to Make Popovers and Cream Puffs</p> <p>G. All Yeast Breads must Contain</p> <ul style="list-style-type: none"> • Flour • Liquid • Salt • Yeast • Most call for a small amount of sugar, and some include fat and eggs <p>H. Yeast Breads have a Number of Different Mixing Methods:</p> <ul style="list-style-type: none"> • Traditional • One-rise • Mixer • Batter <p>I. The Preparation of Successful Yeast Breads Depends on:</p> <ul style="list-style-type: none"> • Careful measuring • Sufficient Kneading • Controlled fermentation temperatures 	<ul style="list-style-type: none"> • Discuss the two methods of preparing popovers and cream puffs • Discuss the importance of using the ingredients correctly • Identify what could possibly go wrong if ingredients are not used or measured properly • Read and identify the different mixing methods • Analyze the importance of properly preparing yeast breads • Demonstrate and evaluate the successful preparation of yeast bread 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Teacher-made worksheet(s) • Teacher-made yeast experiment • Yeast bread lab 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities • Completed analysis of experiment • Lab • Exam

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Unit: **Fruits**

Content Standard: **Identify and apply the principles of selecting and preparing fruits.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
A. Fruits Develop from the Blossom of a Plant	<ul style="list-style-type: none"> Demonstrate knowledge of fruits and vegetables by completing a study guide on fruits covering information on nutritional value, selection, forms and cooking methods 	<ul style="list-style-type: none"> Teacher-made study guide <u>Food for Today</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Study guide Portfolio
B. Fruits are Classified by Physical Characteristics: <ul style="list-style-type: none"> Melons Berries Citrus Pome Drupe Tropical 	<ul style="list-style-type: none"> Identify the six classifications of fruits and the characteristics of each Taste and compare the flavor and texture of exotic tropical fruits 	<ul style="list-style-type: none"> Pictures from UnitedStreaming.com Teacher demonstration 	<ul style="list-style-type: none"> Taste-testing rubric
C. Many Less Familiar Fruits from Native Countries are Becoming More Popular	<ul style="list-style-type: none"> Read and discuss the different kinds of native fruits 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) 	
D. Fruits are Available Fresh, Frozen, Canned or Dry			

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Course Content	Student Performance	Resources	Assessments
<p>E. Enzymatic Browning Occurs When Oxygen Reacts with the Enzymes in Fruits</p> <p>F. Fruits can be served raw, baked, broiled, microwaved and grilled.</p>	<ul style="list-style-type: none"> • Complete an experiment on the process of browning • Demonstrate and evaluate the proper preparation of fruits in the food lab. 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Teacher-made experiment • Fruit food lab 	<ul style="list-style-type: none"> • Analysis of experiment • Lab • Exam or quiz <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Vegetables**

Content Standard: **Identify and apply the principles of selecting and preparing vegetables.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
1.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
<p>A. Vegetables are Classified by the Part of the Plant from Which They Come:</p> <ul style="list-style-type: none"> • Roots • Stems • Seeds • Tubers • Fruit • Bulb • Flower <p>B. The Goal of Cooking Vegetables is to Retain as Much Color, Texture and Nutritional Value as Possible</p>	<ul style="list-style-type: none"> • Categorize vegetables as to the part of the plant that is eaten • Recall facts on vegetables using written worksheets • Identify the different types of vegetables and the categories • Demonstrate and evaluate the proper preparation of vegetables in the food lab 	<ul style="list-style-type: none"> • Teacher-made study guide • <u>Food for Today</u> (Glencoe, 2006) • United Streaming pictures • Vegetable food lab 	<ul style="list-style-type: none"> • Study guide • Lab • Exam or quiz <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Dairy**

Content Standard: **Identify and apply principles in selecting and preparing dairy foods.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
<p>A. Dairy Products are Highly Nutritious and Can be Purchased in a Variety of Forms:</p> <ul style="list-style-type: none"> • Milk • Milk products 	<ul style="list-style-type: none"> • Demonstrate knowledge of dairy products by completing a study guide on the basics of milk and dairy products including nutrition, forms of dairy foods and principles of cooking with dairy foods • Discuss the different forms of milk products as well as cheese products 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Study guide 	<ul style="list-style-type: none"> • Portfolio • Study guide
<p>B. Cheese Can be Divided into Two Categories:</p> <ul style="list-style-type: none"> • Fresh cheese • Ripened cheese 	<ul style="list-style-type: none"> • Recall knowledge of cheeses • Compare the difference in flavor, texture, appearance, and cost of different types of fresh and ripened cheeses 	<ul style="list-style-type: none"> • Cheese-tasting lab 	<ul style="list-style-type: none"> • Cheese comparison worksheet
<p>C. Dairy substitutes provide options for those who may have allergies or who are lactose intolerant.</p>	<ul style="list-style-type: none"> • Discuss the different dairy substitute options available • Prepare a recipe using a dairy substitute 	<ul style="list-style-type: none"> • Dairy substitute food lab 	<ul style="list-style-type: none"> • Lab
<p>D. There are a number of different problems that can occur when cooking with dairy products.</p>	<ul style="list-style-type: none"> • Discuss the different problems that may occur when cooking dairy foods 	<ul style="list-style-type: none"> • Lecture • <u>Food for Today</u> (Glencoe, 2006) • Teacher-made experiment 	<ul style="list-style-type: none"> • Analysis of experiment

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State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.**

Course Content	<u>Student Performance</u>	Resources	Assessments
	<ul style="list-style-type: none"> • Conduct experiments that demonstrate problems that may occur when cooking with dairy products • Demonstrate and evaluate the proper preparation of dairy food in the food lab 	<ul style="list-style-type: none"> • Dairy products food lab 	<ul style="list-style-type: none"> • Lab • Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

**Family and Consumer Science Planned Course: Bon Appetite
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Unit: **Eggs**

Content Standard: **Identify and apply principles in selecting and preparing eggs.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.**

Course Content	Student Performance	Resources	Assessments
A. Eggs are One of the Best Sources of Complete Protein	<ul style="list-style-type: none"> Discuss the basic nutritional value of eggs as well as the purchasing and storage of eggs 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Portfolio
B. Eggs have Many Different Functions in Recipes: <ul style="list-style-type: none"> Emulsifiers Foaming agents Binding agents Interfering agents 	<ul style="list-style-type: none"> Read and discuss the different functions of eggs in a recipe Experiment with eggs in the process of coagulation, emulsifiers, and foams 	<ul style="list-style-type: none"> Handout(s) Experiment 	<ul style="list-style-type: none"> Study guide Analysis of experiment
C. Egg Substitutes Provide an Option for People Who Want to Limit Cholesterol and Saturated Fat from Eggs in their Diet	<ul style="list-style-type: none"> Discuss the purpose of egg substitutes and the functions of substitutes in recipes 		
D. Eggs Can be Prepared Many Forms: <ul style="list-style-type: none"> Scrambled Poached Fried Baked Hard cooked Microwaved 	<ul style="list-style-type: none"> Read and discuss the different cooking methods of preparing eggs 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) Handouts 	

Unit: Eggs

Content Standard: Identify and apply principles in selecting and preparing eggs.

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

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Unit: **Meat**

Content Standard: **Identify and apply principles of selecting and preparing meat products.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
11.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.
11.3.12B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

Course Content	Student Performance	Resources	Assessments
<p>A. Meat is the Edible Portion of Mammals containing</p> <ul style="list-style-type: none"> • Muscle • Fat • Bone • Connective tissue • Water 	<ul style="list-style-type: none"> • Read and discuss the different kinds of meat: <ul style="list-style-type: none"> • Beef • Veal • Pork • Lamb • Variety meat 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> • Portfolio
<p>B. Federal Inspectors Must Examine all Meat and Meat Products Shipped Across the State Lines</p>	<ul style="list-style-type: none"> • Identify the quality factors that determine the grades of meat • Discuss the different grades that meat can be purchased in: <ul style="list-style-type: none"> • USDA Prime • USDA Choice • USDA Select 	<ul style="list-style-type: none"> • Handout(s) • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> • Study guide
<p>C. The location of Meat On the Animal Plays an Important Role in the Quality, Tenderness and Cost of Meat</p>	<ul style="list-style-type: none"> • Identify the different retail cuts of beef and what part of the animal that each cut comes from 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Handout(s) 	

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Course Content	Student Performance	Resources	Assessments
<p>D. Cooking Meat Kills Harmful Bacteria and also Improves the Overall Flavor of Meat</p> <ul style="list-style-type: none"> • Roasting • Broiling • Grilling • Panbroiling • Frying • Braising • Cooking in liquid • Microwaving 	<ul style="list-style-type: none"> • Read and discuss the principles of cooking meat • Demonstrate and evaluate the successful preparation of a meat or ground meat in the foods lab 	<ul style="list-style-type: none"> • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Lecture • Meat food lab 	<ul style="list-style-type: none"> • Lab • Exam
<p>E. People Choosing to Avoid Meat in their Diet May Use a Variety of Meat Substitutes as Alternatives</p>	<ul style="list-style-type: none"> • Discuss the different alternatives to meat • Demonstrate and evaluate the successful preparation of a meat substitute recipe 	<ul style="list-style-type: none"> • Meat substitute food lab 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Poultry**

Content Standard: **Identify and apply principles of selecting and preparing poultry.**

State Curriculum Standard: **11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.**
1.3.12G Analyze the relevance of scientific principles to food processing, preparation and packaging.

Course Content	Student Performance	Resources	Assessments
<p>A. Poultry Describes any Domesticated Bird</p> <ul style="list-style-type: none"> • Chicken • Turkey • Duck • Goose 	<ul style="list-style-type: none"> • Define poultry and identify the examples of poultry 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Teacher-made study guide 	<ul style="list-style-type: none"> • Portfolio • Study guide
<p>B. All Poultry Sold in Interstate Commerce Must be Federally Inspected for Wholesomeness</p>	<ul style="list-style-type: none"> • Read and discuss the different grades of poultry and how poultry is bought and sold 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Handouts 	
<p>C. Poultry Can be Cooked in Many Ways:</p> <ul style="list-style-type: none"> • Roast • Broil • Grill • Fry • Braise • Stew 	<ul style="list-style-type: none"> • Discuss the different methods of properly cooking poultry • Demonstrate and evaluate the successful preparation of poultry in a food lab 	<ul style="list-style-type: none"> • Poultry food lab 	<ul style="list-style-type: none"> • Lab • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Mexican Foods**

Content Standard: **Identify foods native to Mexico and demonstrate the successful preparation of selected foods from Mexico.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
 PSSA Reading Anchors: **R11.B.3 Interpret, describe, and analyze concepts and organization of nonfiction text.**
R11.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
A. Mexico has had a Strong Influence on our Southwestern Cooking B. Mexican Cuisine is a Blend of Native American Indian Cooking and Spanish Cuisine C. Aztec Staple Foods Include: <ul style="list-style-type: none"> • Corn • Beans • Peppers • Tropical • Fruits 	<ul style="list-style-type: none"> • Locate Mexico on a map; identify surrounding countries, major cities and geographic features • Read and discuss background information on Mexican culture and cuisine • Explain the relationship of history, climate and geography to the types of foods native to Mexico • Write a description of the different staple foods in Mexico and why they are so important to the Mexican culture 	<ul style="list-style-type: none"> • Map of Mexico • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> • Study guide • Portfolio • Completed writing assignment

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R11.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
D. The Spanish Introduced Many Foods to the Mexican Diet: <ul style="list-style-type: none"> Oil Cattle Chicken Wheat Spice 	<ul style="list-style-type: none"> Identify common Mexican foods 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) Handout(s) 	<u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities
E. Specialized Cooking Equipment is Needed to Prepare Some Mexican Food Dishes	<ul style="list-style-type: none"> Identify names and uses of Mexican cooking equipment 	<ul style="list-style-type: none"> Handout(s) 	
F. Corn Forms the Basis of Mexican Cuisine and is Used in the Production of Tortillas	<ul style="list-style-type: none"> Name and identify the differences in Mexican food dishes that use the tortilla as a base Demonstrate and evaluate the successful preparation of a tortilla based Mexican food dish 	<ul style="list-style-type: none"> Mexican snack food lab 	
G. The Main Meal in Mexico is Served in the Middle of the Day and is Followed by a Rest Period	<ul style="list-style-type: none"> View video/reflection Demonstrate and evaluate the successful preparation of a typical Mexican meal 	<ul style="list-style-type: none"> Video Full meal Mexican food lab 	

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **South American Foods**

Content Standard: **Identify foods native to France and demonstrate the successful preparation of selected foods from South America.**

State Curriculum Standard: **11.3.9. F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary, considerations, sensory appeal, balanced nutrition, safety, sanitation).**
11.3.9. G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>A. South America is Nearly Twice the Size of the United States</p> <p>B. South America has Varied Geography</p> <ul style="list-style-type: none"> Mountains Grassland Jungles Forests Plateaus Deserts <p>A. South American Cuisine Combines Influences of Native Tribes with the Spanish, Portuguese, and Africans</p>	<ul style="list-style-type: none"> Locate South America on a map Identify surrounding countries, major cities and geographical features. Read and discuss background information on geography and culture Discuss the different regions that influence South American cuisine Demonstrate and evaluate the successful preparation of selected South American meal 	<ul style="list-style-type: none"> Map of South America <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) Teacher-made handout(s) South American food lab 	<ul style="list-style-type: none"> Portfolio Study guide <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities Lab Exam

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **British Isles Foods**

Content Standard: **Identify native to British Isles and demonstrate the successful preparation of selected foods from the British Isles.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. The British Isles Includes England, Wales, Ireland, and Scotland and Share Similar Climates, Geography and Eating Habits	<ul style="list-style-type: none"> Locate the British Isles on a map Identify major cities and geographical features 	<ul style="list-style-type: none"> Map of British Isles 	<ul style="list-style-type: none"> Portfolio
B. The British Isles is Surrounded by Water and Use Fish from the Water as a Source of Protein	<ul style="list-style-type: none"> Read and discuss background information on British culture and cuisine 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Fish 'n Chips are an English Tradition Served in Paper Cornets and Sprinkled with Vinegar	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of Fish 'n Chips 	<ul style="list-style-type: none"> Fish 'n Chips food lab 	<ul style="list-style-type: none"> Lab
D. Food from the British Isles is Considered to be Plain When Compared to Cuisines from Many Other Countries	<ul style="list-style-type: none"> Explain the relationship of climate and geography with the types of foods available in the British Isles Identify traditional English food customs 		

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **British Isles Foods**

Content Standard: **Identify native to British Isles and demonstrate the successful preparation of selected foods from the British Isles.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>A. Staples of the English diet:</p> <ul style="list-style-type: none"> • Beef • Cheese • Ale • Pies • Puddings <p>B. Tea is the national beverage of the British Isles</p> <ul style="list-style-type: none"> • Traditionally served at 4:00 p.m. • Scones accompany tea 	<ul style="list-style-type: none"> • Demonstrate and evaluate the successful preparation of a typical meal from the British Isles • Demonstrate and evaluate the successful preparation of tea and scones 	<ul style="list-style-type: none"> • British Isles food lab • Tea and Scones food lab 	<ul style="list-style-type: none"> • Lab • Lab • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **French Foods**

Content Standard: **Identify foods native to France and demonstrate the successful preparation of selected foods from France.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>A. France is Europe's Largest and Oldest Unified Country Divided into Regions Known as Provinces</p> <p>B. French Foods Vary Greatly from Province to Province Based on Climate, Geography and Neighboring Countries</p> <p>C. French Cuisine is Divided into Three Categories:</p> <ul style="list-style-type: none"> • Haute • Provincial • Nouvelle <p>D. Many French Food Terms are Found in Restaurant Menus</p>	<ul style="list-style-type: none"> • Locate France on a map of Europe • Identify major cities, geographic features and provinces • Discuss the influences the different provinces have on the French cooking • Read and discuss background information on French culture and cuisine • Familiarize with common French cooking terms • Match French cooking terms with their definitions 	<ul style="list-style-type: none"> • Map of France • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Handout(s) 	<ul style="list-style-type: none"> • Portfolio • Study guide

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **French Foods**

Content Standard: **Identify foods native to France and demonstrate the successful preparation of selected foods from France.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
E. French Recipes May Require Special Equipment	<ul style="list-style-type: none"> Identify names and uses of French cooking equipment 		<ul style="list-style-type: none"> Lab
F. A Typical French Meal Consists of: <ul style="list-style-type: none"> Hors d'oeuvres Main dish Vegetables Green salad Bread Dessert 	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of selected French foods to form a complete meal 	<ul style="list-style-type: none"> French food lab 	
G. Crepes are Thin Pancakes With a Variety of Fillings and/or Toppings Served as Appetizers, Main Dishes or Desserts	<ul style="list-style-type: none"> View video/reflection Demonstrate and evaluate the successful preparation of crepes with appropriate fillings 	<ul style="list-style-type: none"> Video Crepes food lab 	<ul style="list-style-type: none"> Lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **German Foods**

Content Standard: **Identify foods native to Germany and demonstrate the successful preparation of selected foods from Germany.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. Germany is Located in Western Europe and Was a Divided Country but has Since Been Reunited	<ul style="list-style-type: none"> Locate Germany on a map of Europe Identify surrounding countries, major cities and geographical features 	<ul style="list-style-type: none"> Map of Germany and Europe 	<ul style="list-style-type: none"> Portfolio
B. Climate and Geography Affect the Types of Foods Native to Germany	<ul style="list-style-type: none"> Read and discuss background information on German culture and cuisine 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Germany is Known for its Wursts or Sausages	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of selected sausages and sauerkraut 	<ul style="list-style-type: none"> Sausage and funnel cake food lab 	<ul style="list-style-type: none"> Lab
D. The German Diet is Hearty and Typically a "Meat and Potatoes" Fare	<ul style="list-style-type: none"> Match descriptions of typical German foods with their names 	<ul style="list-style-type: none"> Handouts 	
E. A Typical German Meal Consists of: <ul style="list-style-type: none"> Soup or Appetizer Main Dish Vegetable Dessert 	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of selected German foods to form a complete meal 	<ul style="list-style-type: none"> German food lab 	<ul style="list-style-type: none"> Lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Scandinavian foods**

Content Standard: **Identify foods native to Scandinavia and demonstrate the successful preparation of selected foods from Scandinavia.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>A. Scandinavia Includes the Following Countries:</p> <ul style="list-style-type: none"> Norway Sweden Denmark Finland 	<ul style="list-style-type: none"> Locate the Scandinavian countries on a map Identify surrounding countries, major cities and geographical features 	<ul style="list-style-type: none"> A map of: <ul style="list-style-type: none"> Norway Sweden Denmark Finland 	<ul style="list-style-type: none"> Portfolio
<p>B. All Countries Share Similar Climates, Geography and Eating Habits</p>	<ul style="list-style-type: none"> Read and discuss background information on Scandinavian culture and cuisine 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
<p>C. The Growing Season in Scandinavia is Short</p> <ul style="list-style-type: none"> Agricultural production is limited Food preservation is important Pickled, dried and salted foods are common 	<ul style="list-style-type: none"> Explain the relationship of climate and geography to the types of food native to the Scandinavian countries 		
<p>D. Scandinavian Meals are Low in Fruits and Vegetables but Hearty Root Vegetables are Used Regularly</p>	<ul style="list-style-type: none"> Identify foods commonly served in the Scandinavian countries 	<ul style="list-style-type: none"> Handout(s) 	

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Scandinavian foods**

Content Standard: **Identify foods native to Scandinavia and demonstrate the successful preparation of selected foods from Scandinavia.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
E. Smorrebord are Open-Faced Sandwiches that Originated in Denmark	<ul style="list-style-type: none"> Read and discuss background information on Danish sandwiches Demonstrate and evaluate the successful preparation of open face sandwiches 	<ul style="list-style-type: none"> Open face sandwich lab 	<ul style="list-style-type: none"> Lab
F. Special Utensils are Needed for the Preparation of Certain Scandinavian Foods	<ul style="list-style-type: none"> Identify names and uses of Scandinavian cooking equipment Demonstrate and evaluate the successful preparation of selected Scandinavian foods to form a complete meal. 	<ul style="list-style-type: none"> Scandinavian meal food lab 	<ul style="list-style-type: none"> Lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Spanish Foods**

Content Standard: **Identify foods native to Spain and demonstrate the successful preparation of selected foods from Spain.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>A. Spain is a Mediterranean Country Mostly Surrounded by Water and Features Several Mountain Ranges</p> <p>B. Spain's Climate and Resources are Similar to Other Mediterranean Countries which leads to Similar Foods</p> <p>C. Common ingredients in Spanish dishes include:</p> <ul style="list-style-type: none"> • Tomatoes • Garlic • Onions • Pepper • Olive oil • Olives • Parsley • Almonds <p>D. The National Dish of Spain is Paella Consisting of Rice, Chicken, Seafood and Peas</p>	<ul style="list-style-type: none"> • Locate Spain on a map • Identify surrounding countries, major cities and geographic features • Read and discuss background information on Spanish culture and cuisine • Identify foods native to Spain and explain the relationship of native foods to climate and geography • View video/reflection 	<ul style="list-style-type: none"> • Map of Spain • <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) • Handout(s) • Video 	<ul style="list-style-type: none"> • Portfolio • Study guide

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Spanish Foods**

Content Standard: **Identify foods native to Spain and demonstrate the successful preparation of selected foods from Spain.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>E. Traditional Spanish Recipes Require Special Cooking Equipment</p> <p>F. Spanish Meal Patterns Include a Light Breakfast, A Mid-Afternoon Main Meal and A Late Evening Supper</p>	<ul style="list-style-type: none"> Identify names and uses of Spanish foods to form a complete meal Demonstrate and evaluate the proper preparation of selected Spanish foods to form a complete meal 	<ul style="list-style-type: none"> Spanish food lab 	<ul style="list-style-type: none"> Lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Bon Appetite Grades 10 - 12

Unit: **Italian Foods**

Content Standard: **Identify foods native to Italy and demonstrate the successful preparation of selected foods from Italy.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. Italy is a "Boot-Shaped" Peninsula Located in the Mediterranean	<ul style="list-style-type: none"> Locate Italy on a map Identify surrounding countries, major cities and geographical features 	<ul style="list-style-type: none"> Map of Italy and Europe 	<ul style="list-style-type: none"> Portfolio
B. Italy has Three Major Geographic Regions With Different Climates, Geography and Types of Food: <ul style="list-style-type: none"> North Central South 	<ul style="list-style-type: none"> Read and discuss background information on Italian culture and cuisine 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Many Italians Immigrated to the United States During the Late 1800's and early 1900's	<ul style="list-style-type: none"> Discuss the influence the Italian immigration had on the American culture 		
D. Many Basic Italian Food Dishes are Found on Restaurant Menus	<ul style="list-style-type: none"> Identify basic Italian cooking terms and ingredients Match Italian food terms with their definitions. 	<ul style="list-style-type: none"> Handout(s) 	
E. Traditional Italian Recipes May Require Special Equipment	<ul style="list-style-type: none"> Identify names and uses of Italian cooking equipment 		

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Unit: **Italian Foods**

Content Standard: **Identify foods native to Italy and demonstrate the successful preparation of selected foods from Italy.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>F. Pasta, a Staple Food in Italy, Includes the Following:</p> <ul style="list-style-type: none"> Flour Eggs Oil Water 	<ul style="list-style-type: none"> View video/reflection Read and discuss information on pasta. 	<ul style="list-style-type: none"> Video Handout(s) 	
G. Pasta is Available in Many Different Sizes and Shapes	<ul style="list-style-type: none"> Identify shapes and uses of pasta. 		
<p>H. Pasta Should be Cooked to the Denté stage</p> <ul style="list-style-type: none"> A variety of sauces can be used on pasta 	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of selected Italian foods to form a pasta bar. 	<ul style="list-style-type: none"> Pasta bar food lab 	<ul style="list-style-type: none"> Lab
<p>I. The Order of Italian Meals is:</p> <ul style="list-style-type: none"> Antipasto Soup Pasta Main dish Salad Bread Dessert 	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of selected Italian foods to form a complete meal. 	<ul style="list-style-type: none"> Italian food lab <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities 	<ul style="list-style-type: none"> Lab
J. Espresso is Referred to as “Black” Coffee and Cappuccino is Known as “Brown” Coffee	<ul style="list-style-type: none"> Prepare and compare the taste of espresso and cappuccino 		<ul style="list-style-type: none"> Taste comparison Exam

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Unit: **Greek Foods**

Content Standard: **Identify foods native to Greece and demonstrate the successful preparation of selected foods from Greece.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. Greece is Located in the Mediterranean and Made Up of a Peninsula and Many Islands	<ul style="list-style-type: none"> Locate Greece on a map. Identify the surrounding countries, major cities and geographic features 	<ul style="list-style-type: none"> Map of Greece 	<ul style="list-style-type: none"> Portfolio
B. Greece is One of the World's Oldest Civilizations	<ul style="list-style-type: none"> Read and discuss background information on Greek culture and cuisine 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Turkey Ruled Greece for 400 Years and Many Foods are Similar to Other Middle Eastern Countries	<ul style="list-style-type: none"> Demonstrate and evaluate the successful preparation of pita or pocket bread sandwiches 	<ul style="list-style-type: none"> Pita food lab 	<ul style="list-style-type: none"> Lab
D. Seafood and Lamb are the Most Popular Protein Foods in Greece	<ul style="list-style-type: none"> Identify common Greek foods and cooking methods 	<ul style="list-style-type: none"> Handout(s) 	
E. Common Greece Cooking Ingredients Include: <ul style="list-style-type: none"> Green peppers Tomatoes Olives Garlic Lemon juice Olive oil 	<ul style="list-style-type: none"> View video/reflection Demonstrate and evaluate the successful preparation of typical Greek foods 	<ul style="list-style-type: none"> Video Greek food lab 	<ul style="list-style-type: none"> Lab Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Russian Foods**

Content Standard: **Identify foods native to Russia and demonstrate the successful preparation of selected foods from Russia.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. Russia is One of 15 Republics that Made Up the Former Soviet Union Located in Asia	<ul style="list-style-type: none"> Locate Russia on a map Identify surrounding countries, major cities and geographic features 	<ul style="list-style-type: none"> Map of Russia 	<ul style="list-style-type: none"> Portfolio
B. Russian Winters are Long and Cold Which Limits the Growing Season and Types of Food Available	<ul style="list-style-type: none"> Read and discuss background information on Russia Explain the relationship between cultural influences of surrounding countries, climate and geography and types of foods native Russia 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Czars and Ruling Class Ate Elaborate Meals, and Most Peasants Ate Foods they Grew Themselves	<ul style="list-style-type: none"> Identify basic Russian foods 	<ul style="list-style-type: none"> Handout(s) 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities
D. Dark Breads and Soups are Common Base Foods of Russian Meals for Peasants	<ul style="list-style-type: none"> Discuss the different Russian meals and how they originated 		
E. Russians Typically Eat Three Meals A Day with Dinner the Main Meal	<ul style="list-style-type: none"> Demonstrate and evaluate the preparation of common Russian foods 	<ul style="list-style-type: none"> Russian foods lab 	<ul style="list-style-type: none"> Food lab Exam

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Unit: **Chinese Foods**

Content Standard: **Identify foods native to China and demonstrate the successful preparation of selected foods from China.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
A. China is One of the World's Largest and Oldest Countries Located in Asia and has the World's Largest Population	<ul style="list-style-type: none"> Locate China on a map and identify surrounding countries, major cities and geographic features 	<ul style="list-style-type: none"> Map of China Lecture 	<ul style="list-style-type: none"> Portfolio
B. Due to Geographic and Climatic Conditions, the Majority of the Population Lives in Eastern China	<ul style="list-style-type: none"> Explain how climate and geography affect the types of foods available in China 	<ul style="list-style-type: none"> <u>Guide to Good Food</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
C. Chinese Cuisine is Unique Because China Was Isolated from Surrounding Countries			
D. Common Chinese Cooking Ingredients: <ul style="list-style-type: none"> Bamboo shoots Water chestnuts Bean sprouts Ginger root Bok choy Soy sauce Rice Snow peas 	<ul style="list-style-type: none"> Identify ingredients used in Chinese cooking 	<ul style="list-style-type: none"> Handout(s) 	

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Unit: **Chinese Foods**

Content Standard: **Identify foods native to China and demonstrate the successful preparation of selected foods from China.**

State Curriculum Standard: **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).**
11.3.9G Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Course Content	Student Performance	Resources	Assessments
<p>E. Common Chinese Cooking Methods:</p> <ul style="list-style-type: none"> • Stir frying • Simmering • Deep fat frying • Steaming 	<ul style="list-style-type: none"> • Demonstrate and evaluate the successful preparation of basic Chinese dishes • View video/reflection 	<ul style="list-style-type: none"> • Chinese food lab • Video 	<ul style="list-style-type: none"> • Lab
<p>F. Common Chinese Cooking Utensils:</p> <ul style="list-style-type: none"> • Woks • Bamboo • Chopsticks • Cleavers • Stirring tools 	<ul style="list-style-type: none"> • Identify Chinese cooking utensils and explain how to use each 		
<p>G. Egg Rolls Consist of a Pasta-Type Wrapper Filled With a Combination of Meat and Vegetables Often Served with A Sauce</p>	<ul style="list-style-type: none"> • Demonstrate and evaluate the successful preparation of eggs rolls 	<ul style="list-style-type: none"> • Egg roll food lab 	<ul style="list-style-type: none"> • Lab • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities