Foods

POWER STANDARDS FOR FOODS

1. Demonstrate safety and sanitation procedures in the foods laboratory.
2. Use basic food preparation techniques.
3. Use nutritional information to evaluate menus.
4. Integrate careers in the food industry.

BENCHMARKS FOR FOODS

1. Identify sources, symptoms, and prevention of food borne illnesses.
2. Demonstrate safety and sanitation procedures in the foods laboratory.
3. Select and use proper equipment, measuring techniques and food terms.
4. Apply principles of selection and preparation to protein foods.
5. Apply principles of selection and preparation to fruits and vegetables.
6. Apply principles of selection and preparation to baked products.
7. Apply principles of selection and preparation of dairy products.
8. Interpret nutritional information and apply it to “My Food Guide System”.
9. Plan, prepare and evaluate menus and table etiquette.
10. Identify careers related to the food industry.

Foods

POWER STANDARDS FOR FOODS

Students will be able to:

1. Demonstrate safety and sanitation procedures in the foods laboratory.
    - Identify sources, symptoms, and prevention of food borne illnesses.(1)
    - Demonstrate safety and sanitation procedures in the foods laboratory. (2)

2. Use basic food preparation techniques.
    - Select and use proper equipment, measuring techniques and food terms. (3)
    - Apply principles of selection and preparation to protein foods. (4)
    - Apply principles of selection and preparation to fruits and vegetables. (5)
    - Apply principles of selection and preparation to baked products.(6)
    - Apply principles of selection and preparation of dairy products. (7)

3. Use nutritional information to evaluate menus.
    - Interpret nutritional information and apply it to “My Food Guide System”. (8)
    - Plan, prepare and evaluate menus and table etiquette. (9)

4. Integrate careers in the food industry.
    - Identify careers related to the food industry. (10)

Foods

Stage 1 – Desired Results:

Power Standard 1: Demonstrate safety and sanitation procedures in the foods laboratory.

Power Benchmark/Competency 1: Identify sources, symptoms and prevention of food borne illnesses.

Estimated Timeline: 1 – 2 days + on-going

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

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

Understandings (Standards & Benchmarks):
Students will understand that:

- Food borne illness can be prevented with proper handling of food and sanitation procedures.

Essential Questions:

- What is food borne illness?
- Why do so many people get food borne illnesses?
- How can food borne illness be prevented?
- What temperature range is the danger zone and why?

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

- Identify the bacteria that cause food borne illnesses. See attached.
  - sanitation
  - cross contamination
  - spores
  - toxins
  - enzymes
  - perishable
  - shelf life
- Incubation period and symptoms of food borne illnesses.

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

- Apply knowledge of food borne illnesses by identifying symptoms in real life situations to determine microorganism causing the food borne illness.
- Know sanitation procedures for preventing food borne illnesses.

Stage 2 – Assessment Evidence

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

- Exhibit sanitation practices when working in the food lab.
- Food safety and sanitation quiz.

Key Criteria: (Rubric)
Rubric for lab completion.

- Pass quiz.

Stage 3 – Learning Plan: Identify sources, symptoms and prevention of food borne illnesses. **Power Benchmark/Competency: #1**	
Learning Activities:	**Resources:**
Discuss personal experiences that students may have had or heard about in regard to food borne illnesses	Class discussion.
Read textbook	Food for Today Chapter 20
View video related to the prevention of food borne illness and answer questions related to the information presented.	Video: Dr. X
Do the chart related to food borne illnesses using *Food Borne Illness* PowerPoint	**In folder**
Investigative discussion of situations provided by the teacher in which students use their chart of food borne illness notes to determine the cause of the food borne illness and the pathogen causing it.	**Food Borne Illness Stories**
Microorganism experiment using contaminated Jello	
Hand washing activity Glo-germ	

Stage 3 - Work in Progress

Foods

Name_____Date _____Class _____

RUBRIC

Food Lab Assessment

Criteria	Performance Levels			Rating	Weight	Total
	1 (Unsatisfactory)	**2 (Satisfactory)**	**3 (Exemplary)**			
1. Work Plan	Student does not complete a work plan; work plan does not include all required elements.	Work plan includes most required elements.	Work plan includes all required elements.			
2. Safety and Sanitation Procedures	Student does not follow safety and sanitation procedures; errors in procedure have a negative effect on the overall lab or finished product.	Student follows safety and sanitation procedures; any errors in procedures do not affect the overall lab or finished product.	Student follows safety and sanitation procedures; there are no errors in procedures.			
3. Timing	Preparation, cleanup, and evaluation are not completed in the time allotted for the lab.	Preparation, cleanup, and evaluation are completed in the time allotted for the lab although students have to rush at times.	Preparation, cleanup, and evaluation are very well-timed; completed smoothly in time allotted for the lab.			
4. Cooperation	Student does not work well with other members of the lab; does not complete tasks assigned in the work plan.	Student works well with other members of the lab; student completes tasks assigned in the work plan.	Student cooperates well with other members of the lab; student completes tasks assigned in the work plan and assists others when needed; shows leadership skills.			
5. Finished Product and Scorecard	Finished product is unacceptable; total score on scorecard is poor to fair.	Finished product is acceptable; total score on scorecard is good.	Finished product is of high quality; total score on scorecard is excellent.			
6. Problem Solvers	Problem solver form is incomplete; student seems not to understand why problems occurred.	Problem solver form is complete; student seems to have a basic understanding of why problems occurred.	There are no major problems; student shows a high level of understanding as to why any problems occurred.			
			Total Score:			
			Final Grade:			

Foods

Stage 1 – Desired Results:

Power Standard 1: Demonstrate safety and sanitation procedures in the foods laboratory.

Power Benchmark/Competency 2: Demonstrate safety and sanitation procedures in the foods laboratory.

Estimated Timeline: 1 day + on-going

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

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

Understandings (Standards & Benchmarks):
Students will understand that:

- Working safely in the kitchen will prevent accidents.

Essential Questions:

- What are some common kitchen accidents?
- What can you do to prevent kitchen accidents?

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

- Heimlich Maneuver
- Know general safety guidelines.
- Specific safety procedures related to:
  - chemical poisoning
  - fires (grease fire)
  - electrical shock
  - cuts
  - falls
  - burns

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

- Work safely in a lab situation

Stage 2 – Assessment Evidence

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

- Safety quiz
- Ongoing demonstration of safety skills in the foods lab

Key Criteria: (Rubric)
Passing of safety quiz

Lab assessment rubric

Foods

Stage 3 – Learning Plan: Demonstrate safety and sanitation procedures in the foods laboratory. **Power Benchmark/Competency: #2**	
Learning Activities:	**Resources:**
Complete study questions on safety and/or Safe/Unsafe Worksheet	
Watch PowerPoint presentation.	In Folder
Watch and discuss safety video.	Video: Safety in the Kitchen
Class demonstrations of safe practices.	Student knowledge.
Demonstrate safety procedures while participating in lab situations.	

Foods

Name_____Date _____Class _____

RUBRIC

Food Lab Assessment

Criteria	Performance Levels			Rating	Weight	Total
	1 (Unsatisfactory)	**2 (Satisfactory)**	**3 (Exemplary)**			
1. Work Plan	Student does not complete a work plan; work plan does not include all required elements.	Work plan includes most required elements.	Work plan includes all required elements.			
2. Safety and Sanitation Procedures	Student does not follow safety and sanitation procedures; errors in procedure have a negative effect on the overall lab or finished product.	Student follows safety and sanitation procedures; any errors in procedures do not affect the overall lab or finished product.	Student follows safety and sanitation procedures; there are no errors in procedures.			
3. Timing	Preparation, cleanup, and evaluation are not completed in the time allotted for the lab.	Preparation, cleanup, and evaluation are completed in the time allotted for the lab although students have to rush at times.	Preparation, cleanup, and evaluation are very well-timed; completed smoothly in time allotted for the lab.			
4. Cooperation	Student does not work well with other members of the lab; does not complete tasks assigned in the work plan.	Student works well with other members of the lab; student completes tasks assigned in the work plan.	Student cooperates well with other members of the lab; student completes tasks assigned in the work plan and assists others when needed; shows leadership skills.			
5. Finished Product and Scorecard	Finished product is unacceptable; total score on scorecard is poor to fair.	Finished product is acceptable; total score on scorecard is good.	Finished product is of high quality; total score on scorecard is excellent.			
6. Problem Solvers	Problem solver form is incomplete; student seems not to understand why problems occurred.	Problem solver form is complete; student seems to have a basic understanding of why problems occurred.	There are no major problems; student shows a high level of understanding as to why any problems occurred.			
			Total Score:			
			Final Grade:			

Foods

Stage 1 – Desired Results:

Power Standard 3: Use basic food preparation techniques.

Power Benchmark/Competency 3:
Select and use proper equipment, measuring techniques and food terms

Estimated Timeline: 1 – 2 days + on-going

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

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

Understandings:
Students will understand that:

- Equipment has a specific function.
- The type of ingredient determines the procedure for measuring.
- Recipe terms dictate the techniques used in recipe preparation.

Essential Questions:

- As a single person on your own, what equipment would you need in your kitchen?
- Why is proper measuring of ingredients important in preparation of a recipe?
- What would happen if you tried to follow a recipe without the knowledge of food terms?

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

- How to measure dry and liquid ingredients.
- Identify measuring tools.
  - Liquid measuring cups
    - Water displacement method
  - Dry measuring cups
    - Dip and level
    - Pack
  - Measuring spoons
- Identify kitchen equipment.
- Understand the meaning of food terms and when they are used.
  - Cream
  - Beat
  - Blend
  - Fold
  - Grate

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

- Measure correctly.
- Understand food terms.
- Understand how to use equipment properly in food preparation.
  - Cookie Sheet
  - Double Boiler
  - Dutch oven
  - Skillet
  - Omelet pan
  - Chef knife
  - Colander/strainer

Foods

Stage 3 – Learning Plan: Select and use proper equipment, measuring techniques and food terms **Power Benchmark/Competency: # 3**	
Learning Activities:	**Resources:**
Completion of worksheets pertaining to measurements and food terms	Text, Worksheets
Watch and discuss videos.	Video: Measure Up
Identify cooking equipment and its uses in food preparation PowerPoint	In Folder
Food Term Bingo	
Students learn writing procedures required for Lab Plans	Food Term Bingo cards
Cookie Lab – proper measuring skills for increasing and degreasing yields of recipes	Chocolate Chip Recipe

Foods

Name_____Date _____Class _____

RUBRIC

Food Lab Assessment

Criteria	Performance Levels			Rating	Weight	Total
	1 (Unsatisfactory)	**2 (Satisfactory)**	**3 (Exemplary)**			
1. Work Plan	Student does not complete a work plan; work plan does not include all required elements.	Work plan includes most required elements.	Work plan includes all required elements.			
2. Safety and Sanitation Procedures	Student does not follow safety and sanitation procedures; errors in procedure have a negative effect on the overall lab or finished product.	Student follows safety and sanitation procedures; any errors in procedures do not affect the overall lab or finished product.	Student follows safety and sanitation procedures; there are no errors in procedures.			
3. Timing	Preparation, cleanup, and evaluation are not completed in the time allotted for the lab.	Preparation, cleanup, and evaluation are completed in the time allotted for the lab although students have to rush at times.	Preparation, cleanup, and evaluation are very well-timed; completed smoothly in time allotted for the lab.			
4. Cooperation	Student does not work well with other members of the lab; does not complete tasks assigned in the work plan.	Student works well with other members of the lab; student completes tasks assigned in the work plan.	Student cooperates well with other members of the lab; student completes tasks assigned in the work plan and assists others when needed; shows leadership skills.			
5. Finished Product and Scorecard	Finished product is unacceptable; total score on scorecard is poor to fair.	Finished product is acceptable; total score on scorecard is good.	Finished product is of high quality; total score on scorecard is excellent.			
6. Problem Solvers	Problem solver form is incomplete; student seems not to understand why problems occurred.	Problem solver form is complete; student seems to have a basic understanding of why problems occurred.	There are no major problems; student shows a high level of understanding as to why any problems occurred.			
			Total Score:			
			Final Grade:			

Foods

Stage 1 – Desired Results:

Power Standard 3: Use basic food preparation techniques.

Power Benchmark/Competency 4:
Apply principles of selection and preparation of protein foods. (Eggs, Beef and Poultry)

Estimated Timeline: 5 -7

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

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

Understandings (Standards & Benchmarks):
Students will understand:

- There are multiple methods for preparing protein foods.

Essential Questions:

- What nutrients are in meat, poultry and eggs?
- What factors affect the tenderness of meat, poultry and eggs?
- What are the sanitation guidelines for handling protein foods?

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

- Demonstrate moist and dry heat cookery techniques.
  - Dry heat methods
    - Bake
    - Broil
    - Roast
    - Grill

  Moist heat methods
    - Braise
    - Stewing
- Demonstrate ways of preparing eggs.
- List characteristics of good quality poultry.

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

- Prepare protein foods using the proper techniques.

Stage 2 – Assessment Evidence

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

- Participate in labs related to protein cookery
- Quiz

Key Criteria: (Rubric)
Meet performance standard for protein cookery (rubric)
Passing the quiz

Foods

Stage 3 – Learning Plan: Apply principles of selection and preparation of protein foods. (Eggs, Beef and Poultry) **Power Benchmark/Competency: #4**	
Learning Activities:	**Resources:**
Watch and discuss videos	Beef- Walk on the Wildside Eggs – Egg 101
Demonstrations	
Read and complete questions related to protein foods Beef PowerPoint and worksheet Egg PowerPoint and worksheet	Text: Beef –Chapter 36, Poultry – Chapter 37, Eggs- Chapter 35 In Folder
Protein Labs	

Foods

Stage 1 – Desired Results:

Power Standard 3: Use basic food preparation techniques.

Power Benchmark/Competency 5:
Apply principles, selection and preparation of fruits and vegetables.

Estimated Timeline: 4 – 5 days

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

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

Understandings:
Students will understand that

- Fruits and vegetables are the nutrient dense foods.
- There are classifications of fruits and vegetables.
- There are guidelines for buying and storing fresh produce.
- The cooking methods for fruits and vegetables may vary.

Essential Questions:

- What qualities do you look for when choosing fresh fruits and vegetables?
- How might people be encouraged to eat more fruits and vegetables?
- What are the best ways of cooking fruits and vegetables?

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

- Know how to recognize the characteristics of good quality fruits and vegetables.
- Understand the principles of vegetable cookery.
- Understand the principles of fruit cookery.

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

- Identify the different classifications of fruits and vegetables.
  - Seeds
  - Fruits
  - Bulbs
  - Leaves
  - Stems
  - Tubers
  - Cruciferous
- List the nutrients that are found in fruits and vegetables.
- Prepare and serve fruits and vegetables.

Stage 2 – Assessment Evidence

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

- Prepare fruit and vegetable recipes and evaluate the outcome of the products.

Key Criteria: (Rubric)

- Evaluate according to appearance, flavor, texture and color.

Foods

Stage 3 – Learning Plan: Apply principles, selection and preparation of fruits and vegetables. **Power Benchmark/Competency: #5**	
Learning Activities:	**Resources:**
Labs	
Demonstrate the proper handling, preparation, and cooking of fruits and vegetables.	
Read and complete questions related to fruits & vegetables	Text chapter 16

Foods

Stage 1 – Desired Results:

Power Standard 3: Use basic food preparation techniques.

Power Benchmark/Competency 6: Apply principles of selection and preparation to baked products.

Estimated Timeline: 5 - 6 days

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

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

Understandings:

Students will understand that:

- The procedure for preparing quick breads and yeast breads are different but both produce a delicious baked product.

Essential Questions:

- What are the two categories of breads?
- What is the function of ingredients in quick and yeast breads?
- What are the three basic methods for combining ingredients in baked products?

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

- The two categories of breads and the preparation techniques for each.
  - Leavening
  - Proofing
  - Gluten
  - Yeast
  - Fermentation
  - Kneading
  - cut-in

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

- Proper use of the basic ingredients found in quick and yeast bread.
- Identify the characteristics of well baked quick and yeast bread.
  - Shape
  - Appearance
  - Flavor
  - Texture

Stage 2 – Assessment Evidence

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

- Quiz on basic ingredients
- Demonstrate successful completion of quick bread and yeast bread recipes.

Key Criteria: (Rubric)

Bread rubric

Foods

Stage 3 – Learning Plan: Apply principles of selection and preparation to baked products. **Power Benchmark/Competency: #6**	
Learning Activities:	**Resources:**
Labs	
Product Evaluations	
Videos	
Community resources	
Read and complete questions related baked products	Text chapter 21

Standards Scorecard: Yeast Breads and Rolls

Student Name: _____ **Class:** _____ **Date:** _____

Recipe Prepared: _____

Evaluation:

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Exterior				
Well-proportioned, even shape with rounded top.	_____	_____	_____	_____
Large size, but not airy in proportion to weight.	_____	_____	_____	_____
Even, rich, golden brown color.	_____	_____	_____	_____
Tender, crisp crust, even thickness, and free from cracks.	_____	_____	_____	_____
If break and shred is present — rough area between top and sides of product — it should be even.	_____	_____	_____	_____
Interior				
Creamy white (unless using flour such as whole wheat), free from streaks.	_____	_____	_____	_____
Fine, thin-walled cells, evenly distributed.	_____	_____	_____	_____
Tender; soft texture, slightly moist.	_____	_____	_____	_____
Sweet, nutty flavor.	_____	_____	_____	_____
Total Score (36 for Excellent)	_____			

Comments: _____

_____

_____

_____

Foods

Stage 1 – Desired Results:

Power Standard 2: Use basic food preparation techniques.

Power Benchmark/Competency 7:
Apply principles of selection and preparation of dairy products.

Estimated Timeline: 2 – 3 days

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

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

Understandings:
Students will understand that:

- Dairy products are important in promoting a healthy diet.

Essential Questions:

- What nutrients are found in dairy products?
- What are the correct ways to purchase handle and store dairy products?
- What are some of the problems you may encounter when cooking dairy products?

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

- The deficiencies associated with the lack of nutrients found in dairy products.
- Problems associated with cooking milk.
- Describe dairy products available to consumers.
  - Homogenized
  - Pasteurized
  - Lactose
  - Osteoporosis
  - UHT
  - cultured products
  - evaporated

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

- Prepare foods using dairy products.

Stage 2 – Assessment Evidence

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

- Demonstrate successful preparation of recipes using dairy products.
- Quizzes and /or test

Key Criteria: (Rubric)

Foods

Stage 3 – Learning Plan: Apply principles of selection and preparation of dairy products. **Power Benchmark/Competency: #7**	
Learning Activities:	**Resources:**
Taste testing dairy products	
Lab	
Read and complete questions related to Dairy products	Text chapter 18 sec 1 & 2
Videos	

Foods

Stage 1 – Desired Results:

Power Standard 3: Use nutritional information to evaluate menus.

Power Benchmark/Competency 8:
Interpret nutritional information and apply it to "My Food Guide System".

Estimated Timeline: 3 – 4 days

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

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

Understandings:
Students will understand that:
- Wise food choices and exercise promote healthy living.

Essential Questions:
- What is ChooseMyPlate?
- How can ChooseMyPlate work for me?
- What nutrients are found in the different group?
- Why is exercise important in promoting healthy living?

Students will be able to: *(i.e. know)…*(Include vocabulary)
- Guidelines for their personal ChooseMyPlate recommendations.

Students will be able to: *(i.e. do)…*(Include vocabulary)
- Track food choices to current nutrition recommendation form dietary guidelines.
- Analyze food intake to see if consumption meets ChooseMyPlate food groups.
- Analyze daily physical activity to see how many calories they use and check their energy balance - comparing calories eaten with calories burned through physical activity.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)
- Create poster, poem, PowerPoint etc. related to nutrition information on ChooseMyPlate.

Key Criteria: (Rubric)
- Poster Assessment rubric

Foods

Stage 3 – Learning Plan: Interpret nutritional information and apply it to "My Food Guide System". **Power Benchmark/Competency: #8**	
Learning Activities:	**Resources:**
History of USDA Food Guides	**In folder**
Computer analyzes	**ChooseMyPlate.gov**

Foods

Name_____ Date _____ Class _____

RUBRIC

Poster Assessment

Criteria	Performance Levels			Rating	Weight	Total
	1 (Unsatisfactory)	**2 (Satisfactory)**	**3 (Exemplary)**			
1. Theme	Poster's theme is unclear, difficult to understand, or inappropriate.	Theme of the poster is appropriate and easily comprehended.	Theme is appropriate, clear, and well developed; shows original thought.			
2. Information	Information presented in the poster is largely inaccurate; important points are missing.	Information presented is primarily accurate; the poster conveys most important points relating to the theme.	All the information presented is accurate, useful, and relevant to the theme; the poster conveys all the necessary information; information covered may include research.			
3. Design Elements	Design is cluttered or unappealing; no attempt to incorporate design principles.	Some design principles are used effectively.	Design shows creative use of most or all design principles, including color, line, space, shape, and texture.			
4. Graphics	Graphics are not used, detract visually, or make the poster difficult to understand.	Graphics help carry out the theme and add interest to the poster.	Graphics enhance clarity, are well done, and serve a strong purpose in the poster.			
5. Creativity	Poster has been essentially copied from another source.	Poster is an original idea.	Poster is unique; conveys the theme with an analogy, symbolism, or other creative technique.			
6. Appearance	Poster is visually unappealing; lacks attention to neatness.	Poster is neat and presentable.	Poster shows strong attention to visual detail and presentation; immaculate.			
7. Impact	Poster fails to hold the viewer's interest.	Poster attracts attention.	Poster is compelling; tends to create interest and response in audience.			
			Total Score:			
			Final Grade:			

Foods

Stage 1 – Desired Results:

Power Standard 3: Use nutritional information to evaluate menus.

Power Benchmark/Competency 9: Plan, prepare and evaluate menus and table etiquette.

Estimated Timeline: 2 – 3 days

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

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

Understandings:

Students will understand that:

- There are many factors involved in meal planning and make meals appealing.

Essential Questions:

- What six factors should be considered when planning meals?
- What are the resources used to plan meals?
- What are the benefits for planning menus?
- How are energy, time and money management related in meal planning?
- What is the importance of knowing simple table etiquette?

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

- Basic etiquette guidelines.
- The strategies for planning meals.
- How to use a budget in planning a meal.
- Set table properly during lab situations
- Plan and prepare a simple menu.

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

- Create and analyze menus.
  - Color
  - Texture
  - Temperature
  - Shape
  - flavor
- Set a table correctly**.**
- Properly use eating utensils.

Stage 2 – Assessment Evidence

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

- Create and evaluate menus
- Practice table etiquette during a lab

Key Criteria: (Rubric)

Foods

Stage 3 – Learning Plan: Plan, prepare and evaluate menus and table etiquette. **Power Benchmark/Competency: #9**	
Learning Activities:	**Resources:**
Videos	
Projects	
Labs	

Foods

Stage 1 – Desired Results:

Power Standard: Integrate careers in the food industry.

Power Benchmark/Competency # 10:
Identify careers related to the food industry.

Estimated Timeline: 1 day

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

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

Understandings:
Students will understand that:

- There are a variety of career options related to the food industry.

Essential Questions:

- What careers are available?
- What are the skills necessary for the different jobs?
- What the educational level needed?

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

- What careers are available in the food industry?
  - Dietetics
  - Teaching
  - Food service manager
  - Food scientist
  - Caterer

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

- Research careers in the food service industry.
- Role play jobs.

Stage 2 – Assessment Evidence

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

- Research and present a report on a career related to the food service industry

Key Criteria: (Rubric)

- Rubric for class presentation

Foods

Stage 3 – Learning Plan: Identify careers related to the food industry. **Power Benchmark/Competency: #10**	
Learning Activities:	**Resources:**
Student reports	
Career presentations.	