

**Family and Consumer Sciences
Foods and Nutrition 1A Snapshot**

Mrs. Raterman

Day	Date	Week Day	Daily Learning Target	Agenda- Congruent Task	Formative Assessment
1	11/8	F	<i>I can summarize the content studied and expectations required for Foods and Nutrition 1A</i>	BR Intro to Foods 1A Syllabus and Expectations Index Card Get to Know You Activity	BR: What topics are you hoping to cover in foods 1A?
2	11/12	T	<i>I can explain the foods service cookie business and discuss the benefits of running the business efficiently</i>	BR Foods 1A Pretest Food Services Cookie Program Vocab Unit 1 Letter to Mrs. Raterman	BR: The foods service classes manage the cookie business in order to raise funds for foods labs in class. It is very important that this business is run efficiently so we maximize our profit. What ideas do you have to make the business successful? Give at least three examples.
3	11/13	W	<i>I can describe what influences the foods that one chooses to eat and analyze the four reasons why people eat food.</i>	BR Complete Vocab Unit 1 Notes Food Influences Food Journal KOSSA	BR: Make a list of your top five favorite foods. Beside each food identify why those foods make your top five list. Be descriptive in your explanation.
4	11/14	H	<i>I can describe the main sources of the US food supply; as well as, global food problems, their causes and their solutions</i>	BR First Otis Mondays (1/2 Block) CH 1&3 Notes	BR: List the four reasons people eat food and give an example for each influence in your personal life.

5	11/18	M	<i>I can explain five ways technology affects food and identify three ways science improves health.</i>	BR CH 4 Notes Critical Thinking Questions Activity	BR: Think about the foods you have consumed in the last week. Which ones were stored in packages? How difficult would it have been for you to obtain those ingredients in the packaged food and make it from scratch? Explain how technology has impacted the foods you choose to eat.
6	11/19	T	<i>I can describe the main food regions of the US and give examples of regional ingredients and dishes.</i>	BR Notes CH.46 US Customs and Regional Cuisine Activity/KOSSA	BR: Write down the following foods and identify/ guess which US region or state they originated in. -Deep Dish Pizza -Cobb Salad -Grits -Baked Beans -Gumbo -Clam Chowder -Cheese -Goulash -Barbecue -Hazelnuts -Oysters -Maui Maui
7	11/20	W	<i>I can review vocab, US regional cuisine, the foods supply, food and technology and food influences in order to prepare for my unit 1 exam.</i>	BR Ch 2 Activity Unit 1 Exam Review	BR: Assess the effect of climate on a region's cuisine.
8	11/21	H	<i>I can identify equipment used in the foods room.</i>	Equipment Scavenger Hunt	BR: Think about the actions you take in your life. List three changes you could make to live more sustainably.
9	11/22	F	<i>I can review the content covered in Unit 1 in order to complete my test.</i>	BR Unit 1 Exam Unit 2 Vocab	BR: None
10	11/22	M	<i>I can analyze the symptoms, causes and prevention of food borne</i>	BR Signs of Safety Ch 19 Notes	BR: How can we protect ourselves from food borne illness?

			<i>illness.</i>		
11	11/25		<i>I can discuss precautionary steps to take in the foods lab and at home in order to prevent kitchen related accidents.</i>	BR Ch19 Activity	BR: Describe a kitchen accident suffered by you or someone you know.
12	11/26		<i>I can explain the characteristics of a work triangle and identify proper kitchen disposal, recycling and conserving resources.</i>	BR You be the judge FBI Chart	BR: Which of the following cooking practices does not help you save energy? a. Opening the oven door only when necessary. b. Cooking several food items at once c. Opening and closing your refrigerator d. Using Glass Cookware
13	12/2		<i>I can identify equipment and uses used in the foods room.</i>	No Bell Ringer Sub Mrs. Simms Unit 2 Vocab Equipment Identification	BR: None
14	9/2		No School Labor Day		
15	12/3		<i>I can discuss precautionary steps to take in the foods lab and at home in order to prevent kitchen related accidents.</i>	BR Ch 20 Notes Ch 20 Activity	BR: Explain how keeping a kitchen clean can help prevent kitchen accidents.
16	12/4		<i>I can explain the characteristics of a work triangle and identify</i>	BR CH 21 Notes Equipping the Kitchen Activity	BR: Explain the use of a double broiler

			<i>proper kitchen disposal, recycling and conserving resources.</i>		
17	12/5		<i>I can explain the characteristics of a work triangle and identify proper kitchen disposal, recycling and conserving resources.</i>	BR Ch 22 Notes Unit 2 Test Review	BR: Why should we try to conserve our resources and how do you see that happening in a kitchen setting?
18	12/6		<i>I can review vocab, safety and sanitation, equipping the kitchen, and conserving resources in order to prepare for my unit 2 exam.</i>	BR Unit 2 Vocab Due Equipment Scavenger Hunt Due Unit 2 Exam Unit 3 Vocabulary	BR: What temperature should your refrigerator, freezer and room temperature be set at?
19	12/9		<i>I can recall vocab, safety and sanitation, equipping the kitchen, and conserving resources in order to complete for my unit 2 exam.</i>	BR Unit 2 Test Unit 3 Vocabulary	BR: List five tips for kitchen safety.
20	12/10		<i>I can list the 6 information points provided on a recipe, and compare and contrast the three different recipe formats.</i>	BR Ch 23 Notes Ch 23 Enrichment –Using Recipes	BR: Provide your own definition for a recipe.
21	12/11		<i>I can explain various basic cooking techniques, and explain the differences in measuring dry ingredients vs. liquid.</i>	BR 2 nd Block- Recipe Dictionary Ch 24 Notes 3 rd -5 th Block	BR: List the seven parts of a recipe.

				Sullivan Presentation	
22	12/12		<i>I can explain various basic cooking techniques, and explain the differences in measuring dry ingredients vs. liquid.</i>	BR Ch 24 Enrichment Measuring Notes Measuring Pictograph Recipe Dictionary	A recipe called for 2/3C Flour, 1/2C Sugar, 1C of milk, 2 eggs, 1/2t salt and ½ t vanilla, I only need to make half of the recipe. How much of each ingredient would I need?
23	12/13		<i>I can explain the differences in measuring dry ingredients vs. liquid.</i>	BR Measuring Demo with Notes Equivalents Practice	BR: When preparing your recipe what steps should you take before you begin cooking?
24	12/16		<i>I can calculate kitchen equivalents, recipe adjustments, kitchen ratios and batch cooking using addition, multiplication, division, comparisons and fractions.</i>	BR –None Kitchen Math FCCLA Fall Regional Meeting	BR—None
25	12/17		<i>I can calculate kitchen equivalents, recipe adjustments, kitchen ratios and batch cooking using addition, multiplication, division, comparisons and fractions.</i>	BR Plan Test Bubbling Continue working on Kitchen Math	BR: Why is it important to use the proper tool for the job presented to you? Give an example to support your answer.
26	12/18		<i>I can determine proper cutting techniques and skills to ensure safe knife handling.</i>	BR Cutting Demo with Notes	BR: Designate the proper cutting tool for the technique given: Snip, Grate, Chop, Peel, Dice, Cube
27	12/19			BR Plan Test/ASVAB/Get Real	

				Workshops/AC Gives Back Equipment Review	
28	12/20		<i>I can create a plan for my first foods lab that encompasses safety procedures for food handling and meets all expectations set for my by Mrs. Raterman.</i>	BR Dishwashing Notes Lab Rules	BR: As we prepare for our first lab, list three things you need to be prepared for to ensure your success.
29	9/24	T	<i>I can create a plan for my first foods lab that encompasses safety procedures for food handling and meets all expectations set for my by Mrs. Raterman.</i>	BR Mystery Lab Prep -Discuss crew member roles -Copy Recipe -Discuss Folder -Complete Market Order & lab prep sheet -Make a Self Assessment Check Off -Lab Report Steps 1-4	BR: Examine your recipe dictionary and identify three to five words you do not understand or could perform in the foods lab.
30	9/25	W	<i>I can follow the plan my group created for our first foods lab that encompasses safety procedures for food handling, focusing on measuring and recipe procedures; as well as, meets all expectations set for my by Mrs. Raterman.</i>	BR Mystery Lab Day	BR: Tell me your lab role and list three of your responsibilities.
31	9/26		<i>I can explain various cooking techniques including: moist-heat cooking, cooking in fat,</i>	BR Lab Report Ch 25 Cooking Methods CH 25 Enrichment	BR: How skilled are you in the microwave? Tell me about the most inventive food item you have ever crafted in the microwave.

		TH	<i>dry-heat cooking, and microwave cooking.</i>		
32	9/27	F	<i>I can identify safety precautions for microwave cooking, as well as, explain why the power setting and equipment selection are important for microwave cooking.</i>	BR Ch 25 Cooking Methods CH 25 Enrichment	BR: Using prior knowledge list three cooking tips when using a microwave oven for cooking.
33	9/30	M	<i>I can use safe precautions for microwave cooking, as well as, explain why the power setting and equipment selection are important for microwave cooking.</i>	BR Microwave Quiz Microwave Lab Prep Lab Report	BR: List three goals you have for your group to meet during the microwave lab.
34	10/1	T	<i>I can review recipe techniques and following procedures, cooking methods, microwave cooking, and preparation techniques all discussed in unit 3.</i>	BR Microwave Lab	BR: None
35	10/2	W	<i>I can review recipe techniques and following procedures, cooking methods, microwave cooking, and preparation techniques all discussed in unit 3.</i>	BR Lab Report Unit 3 Review	BR: What is the best shape to cook with in the microwave?

36	10/3	TH	<i>I can recall recipe techniques and following procedures, cooking methods, microwave cooking, and preparation techniques all discussed in unit 3.</i>	BR Lab Report Unit 3 Review	BR: After completing your second lab what information have you learned in here that you did not know before that has improved your kitchen skills?
37	10/4	F	<i>I can recall recipe techniques and following procedures, cooking methods, microwave cooking, and preparation techniques all discussed in unit 3.</i>	BR Unit 3 Exam Unit 4 Vocabulary	BR: After studying unit 3, create three learning targets, "I can" statements, to display what you have learned in this unit.
38	10/7	M	<i>I can discuss the nutrients found in fruits and vegetables; as well as, purchasing them and explaining the term in season.</i>	BR Unit 3 Exam Analysis Fruits from A-Z Fruit and Vegetable Notes	BR: In your own words please explain to me what you think it means when a fruit or vegetable is in season.
39	10/8	T	<i>I can discuss the nutrients found in fruits and vegetables; as well as, purchasing them and explaining the term in season.</i>	BR Fruit and Vegetable Quiz Lab Plan	BR: List the eight classifications of vegetables and give an example of each.
40	10/9	W	<i>I can make spaghetti squash by following the procedures listed in my recipes and using vegetable cooking properties.</i>	BR Vegetable Lab	BR: List three nutrients in fruits and vegetables and give an example of a source from each category.

41	10/10	TH	<i>I can prepare a baked apple dish by following the procedures listed in my recipes, while observing the physical changes that occur with the fruit.</i>	BR Fruit Lab	BR: Explain in detail the cooking method used when preparing the spaghetti squash and list two other methods that you could have used to prepare it.
42	10/11	F	<i>I can reflect of the vegetable and fruit lab discussing cooking methods, physical and chemical changes that occurred. I can also discuss the differences in flour.</i>	BR Lab Reports Grains Notes Grains Lab Plan for Fall Break	BR: Describe the physical changes that occurred with the apple when they were exposed to heat and give specific details as to why that occurred.
43	10/12			Fall Break	
44	10/14			Fall Break	
45	10/15			Fall Break	
46	10/16			Fall Break	
47	10/17			Fall Break	

48	10/18			Fall Break	
49	10/21		<i>I can list the basic ingredients for baking and explain their roles.</i>	BR Discuss Grains Notes Baking Basics Notes	BR: Grain Review- 1. Draw and Label the three main parts of the grain kernel. 2. Describe nutritional benefits of grains. 3. Compare and Contrast, identify the similarities and differences, cooking pasta verses other grains.
50	10/22		<i>I can predict the outcomes for the Baking Basics labs and hypothesize why I believe that outcome will occur based on my knowledge of leavening agents, the muffin method and the biscuit method.</i>	BR Baking Basics Quiz Baking Basics Lab Plan	BR: List the seven baking ingredients and identify their role/function.
51	10/23		<i>I can observe the outcomes for the Baking Basics labs and determine if my hypothesis is correct based on my knowledge of leavening agents, the muffin method and the biscuit method.</i>	BR Biscuit Method Lab	BR: How should you prepare your baking pan for your quick bread lab?
52	10/24		<i>I can observe the outcomes for the Baking Basics labs and determine</i>	BR Muffin Lab	BR: List the steps to the muffin method and explain how it differs from the biscuit method.

			<i>if my hypothesis is correct based on my knowledge of leavening agents, the muffin method and the biscuit method.</i>		
53	10/25		<i>I can list the six different types of cookies and recommend baking and storage tips for each.</i>	BR Cookie Notes Cookie Lab Plan	BR: Were your muffins over mixed? If so, how could you tell? If not, how could you tell?
54	10/28		<i>I can observe the outcomes for the cookie lab and determine if my hypothesis is correct based on my knowledge of leavening agents, cookie baking tips and storage recommendations.</i>	BR Cookie Lab	BR: List the six different types of cookies and give an example of each, then determine what type of storage technique should be followed for each cookie.
55	10/29		<i>I can review the categories of fruits, vegetables, grains, cookies and other quick breads noted in unit 4; recommended cooking and storage methods for each; and examine the nutritional benefits of each.</i>	BR Unit 4 Review --Question Inventory: <ul style="list-style-type: none"> ▪ I have never heard of this ▪ I have heard of this, but I am not sure if I can explain this ▪ I have some idea of what it means ▪ I know what it means and I can describe it. 	BR: After making observations during your cookie lab yesterday, write one question you still have about the lab and the process you followed, and one recommendation you will follow the next time you prepare cookies.

56	10/30		<i>I can discuss the categories of fruits, vegetables, grains, cookies and other quick breads noted in unit 4; recommended cooking and storage methods for each; and examine nutritional benefits of each.</i>	BR Unit 4 Exam Final Review Distributed Final Lab Plan <ul style="list-style-type: none"> • Development Menu • Create Menu • Create Theme • Create Two Day Plan • Turn In Market Order • Determine what materials you will need to create an ambiance representing your theme. 	BR: After studying unit 4, create three learning targets, "I can" statements, to display what you have learned in this unit.
57	10/31		<i>I can design my final lab encompassing the methods and techniques in which I have developed in foods 1A.</i>	BR Final Review Final Lab Plan <ul style="list-style-type: none"> • Development Menu • Create Menu • Create Theme • Create Two Day Plan • Turn In Market Order • Determine what materials you will need to create an ambiance representing your theme. 	BR: Define the word AMBIANCE and describe how your group will set yours during your final lab.
58	11/1		<i>I can prepare my final lab demonstrating the methods and techniques in which I have developed in foods 1A.</i>	BR Final Lab	BR: List the cooking method(s) you are demonstrating in your lab.

59	11/4		<i>I can prepare my final lab demonstrating the methods and techniques in which I have developed in foods 1A.</i>	BR Final Lab	BR: Report on the food/method observations you made yesterday and predict what you expect today during your lab.
60	11/5		<i>I can review the main concepts in the foods 1 A in order to prepare for my final.</i>	BR Cleaning Day Final Review	BR: None
61	11/6		<i>I can evaluate and interpret the information discussed in foods 1A.</i>	Finals 1,3,5	BR: None
62	11/7		<i>I can evaluate and interpret the information discussed in foods 1A.</i>	Finals 2&4	BR: None
63					
64					
65					