



Food for Life

Course Number: 6263

Course Level: Academic

Grade: 9-12

Time/Credit: 9-week course/.5 credit

Development Date: 2025 - 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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**Central Bucks School District
Teaching and Learning Principles
Family and Consumer Sciences**

Family and Consumer Sciences Department Learning Principles

1. Students learn best when they work in a caring and respectful environment.
2. Learning is most effective when sufficient structure and scaffolding are provided.
3. Students thrive when they are challenged at an appropriate level.
4. Engaging students in learning includes allowing them to make choices based on their interests and creative abilities.
5. Providing opportunities for in-depth problem solving enhances students' critical thinking skills.
6. Active participation is essential for meaningful learning experiences.
7. Students benefit from opportunities to demonstrate and practice responsibility.
8. Connecting new learning to prior knowledge deepens understanding and retention.
9. Student collaboration enriches the learning process.
10. Relating the curriculum to students' lives fosters engagement and personal connection.
11. Effective learning occurs when individual differences are acknowledged and accommodated.
12. Students grow when they learn from their mistakes in a supportive environment.
13. Successful learning requires the ability to reflect, self-assess, and use feedback to self-adjust.
14. Family and Consumer Sciences empowers students with real-world skills and knowledge that prepare them for independent, responsible living and lifelong success.

Central Bucks School District
Food For Life
Enduring Understandings

Students will understand that...

- safe and sanitary food preparation and storage practices are essential to personal and public health.
- understanding and applying food safety techniques protects individuals and communities from foodborne illness.
- nutritional choices directly influence physical, mental, and emotional well-being across the lifespan.
- balanced dietary decisions support lifelong health and help prevent chronic disease.
- reading and interpreting food labels empowers individuals to make informed and health-conscious food choices.
- accurate measuring and preparation techniques are critical to achieving desired culinary outcomes.
- cooking methods and ingredient choices affect the nutritional value, safety, and appeal of food.
- scientific principles guide how food is processed, prepared, and preserved.
- effective resource management, including time, money, and ingredients, enhances meal quality and sustainability.
- meal planning and budgeting are essential life skills that support individual and family well-being.

Central Bucks School District
Food for Life
Essential Questions

- How do safe food handling and sanitation practices protect individual and public health?
- What are the consequences of poor food safety practices in the kitchen?
- How do our food choices impact our health and well-being over time?
- What role does nutrition play in preventing disease and promoting wellness?
- How can understanding and analyzing food labels help us make informed, healthy, and cost-effective food choices?
- How do measuring and preparation techniques influence the outcome of a recipe?
- In what ways do cooking methods affect the nutritional value of food?
- How does science influence the way we prepare and preserve food?
- How can we plan and prepare meals that are nutritious, affordable, and sustainable?
- What strategies help individuals and families manage time, money, and food resources effectively?
- How do our available resources shape the meals we prepare and eat?

Central Bucks School District – Course of Study Overview

Food for Life

Desired Results

Course Description:

Discover your inner chef in this dynamic, hands-on introduction to the world of cooking. Whether you're a beginner or looking to build confidence in the kitchen, this course offers the perfect blend of creativity, technique, and real-world application. Students will learn proper safety and sanitation practices, develop knife and measuring techniques, and apply a variety of cooking methods. Emphasis is placed on planning and preparing everyday meals, while also fostering teamwork, time management, and problem-solving. The course culminates in a creative cooking challenge that allows students to showcase their skills and personal growth in the kitchen.

Prerequisite: None

Committee Members: MJ Bartchak, Dana Cole, Elizabeth Coyne, Mackenzie Delaney, Beth Howard, Christy Micucci

Acceptable Evidence.

Completion of in-class learning tasks that may include, but are not limited to:

- Cooking Labs
- Projects and Presentations
- Performance-Based Assessments
- Class participation

Course Grading: No Final Exam

Food for Life – Pacing Guide

Content	Days
Unit 1 – Kitchen Safety and Sanitation	8
Introduction	1
Kitchen Safety	2
Clean, Separate, Cook, and Chill	1
Measuring	2
Reading a Recipe	1
Tool Identification	1
Intervention/Enrichment occurs throughout the unit	
Unit 2 – Snacks and Appetizers	8
Foundational Culinary Techniques (baking, sautéing, blending, and knife skills)	2
Labs	6
Intervention/Enrichment occurs throughout the unit	
Unit 3 – Breakfast	10
Breakfast Nutrition	1
Focus on Mixing Methods	1
Leavening Agents	1
Labs	7
Intervention/Enrichment occurs throughout the unit	
Unit 4 – Lunch/Dinner	10
Cooking Methods (sautéing, baking, frying, and simmering)	1
Meal Planning	1
Dietary Modifications	1
Labs	7
Intervention/Enrichment occurs throughout the unit	
Unit 5 – Dessert	9
Mixing and Baking Techniques	1
Ingredient Functions	1
Plating and Presentation	1
Labs	6
Intervention/Enrichment occurs throughout the unit	

Required Texts and Software

None

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students who acquire an understanding of the content faster than their class peers.

Central Bucks School District – Course of Study – Food for Life

Unit 1 – Kitchen Safety & Sanitation

Desired Results:

In this unit, students will build a strong foundation in kitchen safety, sanitation, and basic cooking principles. Students will learn how to identify and safely use kitchen tools and equipment, follow proper hygiene practices, and understand the importance of accurate measuring and recipe reading. Emphasis is placed on teamwork, responsibility, and creating a safe and efficient cooking environment. These skills will prepare students for success in future culinary labs and real-world food preparation.

Essential Questions:

- What practices ensure a safe and sanitary kitchen environment?
- How do the principles of clean, separate, cook, and chill help prevent foodborne illness and ensure safe food preparation?
- How do measuring techniques impact the outcome of a recipe?
- Why is cooperation and communication essential during kitchen labs?
- How does understanding food labels support healthier food choices?
- What foundational skills are necessary for successful cooking experiences?

Enduring Understandings:

Students will understand that...

- accurate measuring techniques influence the quality and consistency of food products.
- safe and sanitary food handling is essential for preventing foodborne illness and promoting health.
- effective teamwork and communication contribute to a successful and safe kitchen experience.
- reading and interpreting food labels helps individuals make informed and health-conscious decisions.
- foundational cooking skills and safety knowledge are critical for success in the kitchen and everyday life.

Knowledge

Students will know:

Vocabulary

Kitchen Safety & Sanitation

- Cross-contamination – Transfer of harmful bacteria between foods or surfaces.
- Temperature Danger Zone – Range (40°F–140°F) where bacteria grows rapidly.
- Sanitize – Reducing pathogens on surfaces to safe levels.
- Personal Hygiene – Practices that maintain cleanliness and prevent contamination.
- Clean – Washing hands, surfaces, and tools to remove dirt and germs.
- Separate – Keeping raw meats and ready-to-eat foods apart to prevent contamination.
- Cook – Heating food to safe internal temperatures to kill harmful bacteria.

- Chill – Refrigerating foods promptly to slow bacterial growth.
- Fire Hazard – A condition that increases the risk of fire in the kitchen.
- First Aid – Basic treatment for minor injuries like cuts or burns.

Tools & Equipment

- Knife – A tool used for cutting, chopping, and slicing.
- Cutting board – A surface used to protect counters and safely cut food.
- Measuring Cups and spoons – Tools used to measure dry and liquid ingredients.
- Spatula – A tool used for flipping or mixing food.
- Oven Mitt – A protective glove used to handle hot cookware.
- Whisk – A tool used to beat or stir ingredients.
- Timer – A device used to track cooking or baking time.
- Apron – A garment worn to protect clothing while cooking.

Measuring Techniques

- Dry Measuring Cups – Used to measure dry ingredients such as flour and sugar.
- Liquid Measuring Cup – Used to measure liquids such as water, milk, or oil.
- Measuring Spoons – Used to measure small amounts of dry or liquid ingredients.
- Level – Flattening the top of a measured ingredient for accuracy.
- Tare – Resetting a scale to zero before measuring ingredients.
- Conversion – Changing measurements between units (e.g., cups to ounces).

Skills:

Students will be able to...

- demonstrate proper handwashing and sanitation procedures.
- measure dry and liquid ingredients accurately using appropriate tools.
- read and follow a simple recipe with attention to sequencing and timing.
- apply food safety principles, including clean, separate, cook, and chill.
- maintain a safe and organized kitchen workspace during labs.
- collaborate with peers to complete kitchen tasks efficiently and respectfully.
- respond appropriately to minor kitchen accidents using basic first aid knowledge.
- explain the importance of personal hygiene and sanitation in food preparation.
- convert basic measurements and recognize common equivalents in recipes.

Standards:

Priority:

11.1.9-12.A – Predict factors that affect food safety and security from production through consumption.

11.1.9-12.C – Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

11.1.9-12.E – Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

11.1.9-12.F – Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

11.3.9-12.C – Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Acceptable Evidence:**Performance Tasks –**

- Demonstrate proper handwashing technique and explain its importance in preventing foodborne illness.
- Identify and safely use basic kitchen tools and equipment during a guided cooking activity.
- Measure dry and liquid ingredients accurately using appropriate tools and techniques.
- Set up and maintain a dishwashing station, including proper sanitizing procedures and drying methods.
- Complete a kitchen safety walk-through, identifying hazards and explaining how to correct them.
- Follow a simple recipe from start to finish, demonstrating mise en place, measuring, and safe equipment use.
- Collaborate with peers to clean and organize a kitchen station, applying principles of sanitation and teamwork.
- Respond appropriately to a simulated kitchen accident (e.g., minor burn or cut) using basic first aid procedures.
- Explain the principles of clean, separate, cook, and chill and apply them during a food handling demonstration.
- Complete a tool identification activity, matching kitchen tools to their names and functions during a hands-on lab.

Acceptable evidence of learning other than Performance Tasks:**Formative Assessment**

- Complete a kitchen safety checklist identifying potential hazards and explaining how to correct them.
- Perform a handwashing demonstration assessed with a rubric for technique and timing.
- Match kitchen tools to their names and functions using a visual identification activity.
- Measure dry and liquid ingredients in a station-based activity with teacher observation and feedback.
- Complete a sanitation sequencing activity where students organize steps for cleaning and sanitizing a kitchen station.
- Submit a labeled diagram of a properly set-up dishwashing station, including wash, rinse, and sanitize zones.
- Participate in a group clean-up challenge focused on teamwork, sanitation, and organization.
- Take a short quiz on kitchen safety symbols, temperature danger zone, and cross-contamination.
- Fill out an exit ticket reflecting on one safety practice learned and how it applies to future cooking labs.
- Complete a recipe reading activity by identifying important parts of a recipe, including the yield, list of ingredients, and step-by-step instructions.

Summative Assessment

- Complete a kitchen safety and sanitation lab where students demonstrate proper handwashing, equipment use, and station setup.
- Participate in a guided cooking lab using a simple recipe, assessed on measuring accuracy, tool use, and safe food handling.
- Submit a kitchen tools and equipment identification project, including labeled visuals and explanations of each tool's function.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Sequence the steps for cleaning and sanitizing a kitchen station using sequencing cards or digital tools to understand safe food handling practices.
- Break down a simple recipe into sequential steps, identify required tools, and organize mise en place to promote efficient food preparation and handling.
- Set up and clean a kitchen station in teams, applying food safety and sanitation protocols throughout the preparation process.
- Reflect on safety and sanitation practices after each lab through exit tickets that reinforce responsible food handling behaviors.
- Set up and clean a kitchen station in cooperative teams to practice respectful communication, role delegation, and conflict resolution.
- Engage in team-based kitchen challenges to build collaborative problem-solving and interpersonal effectiveness in high-paced kitchen settings.

Instructional Strategies:

- Use live demonstrations or video modeling to show proper handwashing, tool use, and sanitation procedures, pausing to highlight key vocabulary and safety steps.
- Incorporate guided practice sessions where students follow along with the teacher to reinforce measuring techniques, recipe reading, and kitchen setup.
- Group students strategically for cooperative learning during kitchen labs and clean-up activities to promote peer modeling and collaboration.

Differentiation/Intervention/Enrichment Options:

- Provide visual aids, labeled diagrams, and picture-based instructions to support students who benefit from visual learning.
- Pair or group students to intentionally promote peer modeling, collaboration, and support during kitchen tasks.

- Offer scaffolded materials such as simplified safety checklists, modified recipes, and step-by-step guides for students needing additional support.
- Offer enrichment tasks such as leading a safety demonstration, designing a sanitation infographic, or creating a kitchen safety PSA video for students ready for deeper engagement.

For Language Development:

- Use labeled diagrams and visual aids to reinforce vocabulary related to kitchen tools, safety procedures, and sanitation practices.
- Encourage students to narrate their cooking or cleaning process aloud using target vocabulary and sequencing language (e.g., first, next, then).
- Offer translated materials or bilingual support when needed to ensure comprehension of safety instructions and lab procedures.
- Use sentence frames and word banks during reflections or exit tickets to support structured language use.

Central Bucks School District – Course of Study – Food for Life

Unit 2 – Snacks and Appetizers

Desired Results:

In Unit 2, students will develop foundational culinary skills through the preparation of a variety of snacks and appetizers. They will apply techniques such as baking, sautéing, blending, and knife work while exploring the impact of ingredient choices and cooking methods on nutrition, flavor, and presentation. Emphasis is placed on food safety, serving size, and resource management, empowering students to make informed decisions in the kitchen. Through hands-on practice and collaborative learning, students will gain confidence in executing recipes, modifying them for dietary needs, and presenting food in an appealing and professional manner.

Essential Questions:

- How do specific cooking techniques (e.g., baking, sautéing, blending) influence the taste, texture, and nutritional value of snacks and appetizers?
- What role does ingredient selection play in creating a nutritionally balanced snack option?
- How can we use basic culinary skills to prepare snacks that are affordable, appealing, and nutrient-dense?
- How do time, tools, and available ingredients influence the snack recipes we choose to prepare?

Enduring Understandings:

Students will understand that...

- cooking techniques such as baking, blending, and sautéing directly impact the flavor, texture, and nutritional quality of snack foods.
- ingredient choices and preparation methods can transform traditional snacks into healthier alternatives.
- foundational culinary skills empower students to create snacks that are both cost-effective and satisfying.
- resource availability, including time, equipment, and ingredients, shapes the way we plan and prepare food.

Knowledge:

Students will know...

Vocabulary:

General Techniques

- **Mise en place** – The practice of preparing and organizing ingredients before cooking.
- **Yield** – The amount a recipe produces.
- **Seasoning** – Enhancing flavor using salt, herbs, spices, etc.

- Presentation – Arranging food attractively for serving.

Cooking Methods

- Bake – Cooking food using dry heat in an oven.
- Sauté – Cooking food quickly in a small amount of fat.
- Simmer – Cooking food gently just below boiling.
- Blend/Purée – Mixing ingredients until smooth using a blender or food processor.
- Caramelize – Browning sugar or foods to develop flavor and color.
- Proof – Allowing yeast dough to rise before baking.
- Boil – Cooking food in rapidly bubbling water or liquid.

Ingredient Prep

- Dice – Cutting food into small, uniform cubes.
- Mince – Finely chopping food, especially garlic or herbs.
- Chop – Cutting food into irregular pieces.
- Knead – Working dough to develop gluten.
- Toss – Mixing ingredients gently, often in a bowl.

Food Safety & Handling

- Cross-contamination – Transfer of harmful bacteria between foods or surfaces.
- Temperature Danger Zone – Range (40°F–140°F) where bacteria grows rapidly.
- Sanitize – Reducing pathogens on surfaces to safe levels.
- Hold – Keeping food at a safe temperature before serving.

Lab-Specific Vocabulary

- Fondue – A melted mixture used for dipping, typically cheese or chocolate.
- Dip – A thick mixture served with chips, bread, or vegetables.
- Pretzel Bath – A baking soda solution used to boil pretzels before baking.
- Emulsion – A mixture of two liquids that normally don't combine (e.g., oil and vinegar).

Skills:

Students will be able to:

- identify and apply appropriate cooking techniques such as baking, sautéing, simmering, and blending.
- prepare and portion recipes using proper measuring tools and techniques.
- demonstrate knife skills including chopping, dicing, and mincing for recipe preparation.
- apply food safety principles when handling, preparing, and storing ingredients.
- follow multi-step recipes with attention to timing, temperature, and ingredient sequencing.
- use small appliances and kitchen tools safely and effectively.
- present snacks and appetizers with attention to visual appeal.
- explain the purpose of techniques such as caramelizing, proofing, and emulsifying in snack preparation.
- collaborate with peers to complete kitchen labs efficiently and safely.

Standards

Priority:

11.1.9-12.F – Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

11.1.9-12.E – Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

11.1.9-12.H – Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

11.1.9-12.C – Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

11.2.9-12. B Examine strategies for managing individual and family resources such as food

11.3.9-12. C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Supporting:

11.1.9-12.A – Predict factors that affect food safety and security from production through consumption.

11.1.9-12.D – Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.

11.1.9-12.I – Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.

11.2.9-12.B – Examine strategies for managing individual and family resources such as food.

11.3.9-12.C – Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Acceptable Evidence

Performance Tasks-

- Apply dry heat cooking techniques such as baking to produce snack items with proper texture and doneness.
- Demonstrate blending and pureeing techniques to create smooth, well-seasoned mixtures.
- Prepare and shape yeast dough, including kneading, proofing, and boiling, to achieve the desired structure and appearance.
- Apply knife skills such as chopping, dicing, and mincing to prepare ingredients safely and uniformly.
- Measure ingredients accurately using appropriate tools for dry, liquid, and weight-based measurements.
- Apply principles of caramelization and emulsification to enhance flavor and texture.
- Evaluate food safety practices, including temperature control, sanitation, and cross-contamination prevention during snack preparation.
- Modify snack recipes to meet specific dietary needs or resource constraints.
- Present snack items with attention to portion control, plating, and visual appeal.
- Collaborate effectively in a kitchen setting to complete multi-step food preparation tasks.
- Reflect on how cooking techniques influence the nutritional value and sensory qualities of snack foods.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Knife skills check to assess safety, uniformity, and technique.
- Cooking technique exit tickets identifying methods used and their impact on the final product.
- An ingredient function quiz focusing on the role of key ingredients in snack preparation.
- Recipe math practice converting measurements, scaling portions, and calculating cost
- Peer feedback on plating using a simple rubric to evaluate presentation and portioning

Summative Assessment

- Culinary lab demonstrating mise en place, technique execution, and final product quality.
- Recipe modification project with revised recipe, cost analysis, and nutritional comparison.
- Technique and safety quiz covering cooking methods, food safety, and ingredient functions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice knife skills by preparing a variety of vegetables and herbs used in snack recipes, focusing on safety, uniformity, and efficiency.
- Explore the science of caramelization and emulsification through guided demonstrations and taste comparisons of different cooking methods.
- Conduct a nutrition analysis of a popular snack item and compare it to a homemade version, discussing ingredient choices and preparation techniques.
- Work in small groups to plan and execute a snack recipe using a designated cooking method, then present the final product with a focus on plating and portion control.
- Participate in a recipe modification challenge where students adjust a snack recipe to meet specific dietary needs or resource constraints, followed by a class discussion on the impact of those changes.

Instructional Strategies:

- Use pre-printed notes and/or recipes to support guided instruction and reduce cognitive load.
- Provide lists and picture lists of kitchen tools to reinforce vocabulary and visual recognition.
- Group students strategically for cooperative learning during labs and planning activities.
- Incorporate demonstrations of culinary techniques before student practice.
- Use exit tickets and reflective journaling to reinforce learning and encourage metacognition.

Differentiation/Intervention/Enrichment Options:

- Offer preferential seating to support focus and access to instruction.
- Pair or group students intentionally to support peer modeling and collaboration.
- Provide differentiated materials such as modified labs, visual aids, and scaffolded worksheets.

- Allow extended time on assignments and assessments to support processing and performance.
- Offer second-chance learning opportunities for skill mastery and confidence building.
- Use modified or adapted assessments, including simplified language or alternative formats.

For Language Development:

- Provide translated materials or bilingual support when needed.
- Use visual aids and labeled diagrams to reinforce culinary vocabulary.

Central Bucks School District – Course of Study – Food for Life

Unit 3 – Breakfast

Desired Results

Students will develop the skills to prepare a variety of breakfast foods safely and effectively, using appropriate mixing and cooking techniques to achieve desired results. They will interpret and modify recipes to meet dietary needs, practice visual plating, and apply principles of food safety, time management, and equipment use. By reflecting on how breakfast supports overall health and how resources influence preparation, students will be able to make informed, efficient, and creative choices in the kitchen.

Essential Questions:

- How do different cooking and baking techniques affect the texture and quality of breakfast foods?
- In what ways can breakfast recipes be modified to meet nutritional needs and dietary preferences?
- How do time, tools, and available ingredients influence the breakfast meals we prepare?
- What role does breakfast play in supporting overall health and wellness?

Enduring Understandings

Students will understand that...

- cooking and baking techniques directly impact the texture, flavor, and appearance of breakfast foods.
- ingredient choices and preparation methods can be adjusted to improve the nutritional value of breakfast meals.
- resource availability including time, equipment, and ingredients, shape the way breakfast is planned and prepared.
- a balanced breakfast contributes to physical, mental, and emotional well-being.

Knowledge:

Students will know...

Vocabulary:

General Techniques

- Mise en place – The practice of preparing and organizing ingredients before cooking.
- Yield – The amount a recipe produces.
- Plating – Arranging food attractively for serving.
- Leavening – The process of making baked goods rise using agents like baking powder or baking soda.

Cooking Methods

- Scramble – Cooking beaten eggs by stirring gently over heat.
- Sauté – Cooking food quickly in a small amount of fat.
- Bake – Cooking food using dry heat in an oven.
- Griddle – Cooking on a flat heated surface, often used for pancakes and waffles.

- Pan Bake – Baking in a skillet or oven-safe pan, often used for Dutch pancakes.

Mixing Methods

- Cream – Beating fat and sugar together until light and fluffy.
- Fold – Gently combining ingredients to avoid deflating air.
- Stir – Mixing ingredients with a spoon or spatula.
- Whisk – Beating ingredients to incorporate air or blend smoothly.
- Blend – Combining ingredients until smooth, often using a blender or mixer.

Ingredient Prep

- Dice – Cutting food into small, uniform cubes.
- Chop – Cutting food into irregular pieces.
- Zest – Removing the outer peel of citrus fruits for flavor.
- Sift – Passing dry ingredients through a sieve to remove lumps and aerate.

Food Safety & Handling

- Cross-contamination – Transfer of harmful bacteria between foods or surfaces.
- Temperature Danger Zone – Range (40°F–140°F) where bacteria grows rapidly.
- Sanitize – Reducing pathogens on surfaces to safe levels.
- Hold – Keeping food at a safe temperature before serving.

Skills

Students will be able to:

- prepare a variety of breakfast foods using appropriate cooking techniques such as baking, sautéing, and griddle work.
- demonstrate proper mixing methods including creaming, folding, stirring, and whisking.
- identify and use leavening agents correctly in quick bread recipes.
- follow multi-step recipes with attention to timing, temperature, and ingredient sequencing.
- use kitchen tools and equipment safely and effectively during breakfast preparation.
- apply food safety principles when handling, cooking, and storing breakfast ingredients.
- collaborate with peers to complete breakfast labs efficiently and safely.
- reflect on how cooking techniques influence the texture, flavor, and nutritional quality of breakfast foods.

Standards

Priority:

11.1.9-12.F – Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

11.1.9-12.E – Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

11.1.9-12.H – Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

11.1.9-12.C – Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Supporting:

11.1.9-12.A – Predict factors that affect food safety and security from production through consumption.

11.1.9-12.B – Evaluate the role of government agencies in safeguarding our food supply.

11.1.9-12.D – Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.

11.1.9-12.I – Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.

11.2.9-12.B – Examine strategies for managing individual and family resources such as food.

11.3.9-12.C – Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Acceptable Evidence

Performance Tasks -

- Apply baking techniques such as measuring, creaming, folding, to produce consistent breakfast baked goods.
- Prepare egg-based dishes using appropriate methods such as scrambling and sautéing while maintaining food safety standards.
- Evaluate the impact of leavening agents on the texture and rise of quick breads and muffins.
- Modify breakfast recipes to meet specific dietary needs or nutritional goals.
- Present breakfast items with attention to plating and visual appeal.
- Collaborate with peers to complete a breakfast lab efficiently, demonstrating time management and kitchen safety.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Complete a mixing method identification activity where students match terms like creaming, folding, and whisking to their definitions and applications.
- Perform a kitchen safety walk-through where students identify potential hazards and explain how to correct them before beginning a breakfast lab.
- Submit a recipe analysis worksheet where students break down a breakfast recipe into steps, identify cooking methods used, and note nutritional highlights.
- Participate in a peer feedback session after a breakfast lab, using a rubric to evaluate the recipe outcome and teamwork.

Summative Assessment

- Complete a breakfast lab using appropriate mixing and cooking techniques, demonstrating mise en place, time management, and safe food handling.
- Complete a practical kitchen safety and equipment identification assessment during a lab setup or cleanup.
- Take a technique and vocabulary quiz covering breakfast-related culinary terms, mixing methods, and cooking processes.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice mixing methods such as creaming, folding, whisking, and stirring by preparing a variety of recipes.
- Modify a traditional breakfast recipe to meet specific dietary needs or nutritional goals.
- Plan and prepare a breakfast dish using limited tools or time constraints, focusing on adaptability, efficiency, and resourcefulness.

Instructional Strategies:

- Teachers share live demos or video modeling to show proper mixing methods and cooking techniques, pausing to highlight key vocabulary and decision-making steps.
- Incorporate guided practice sessions where students follow along with the teacher to reinforce technique, accuracy, and timing.
- Encourage students to reflect on how breakfast choices impact health and wellness.
- Use formative assessments like matching activities, recipe breakdowns, and technique identification to reinforce vocabulary and procedural knowledge.

Differentiation/Intervention/Enrichment Options:

- Provide visual aids, step-by-step recipe cards, and video demonstrations for students who benefit from visual instruction.
- Assign peer partners or small group roles to encourage collaboration and scaffold learning for students who need help with time management or kitchen safety.
- Use graphic organizers to help students break down recipes into mixing methods, cooking techniques, and nutritional components.
- Incorporate assistive technology such as text-to-speech tools or digital timers for students with learning or attention challenges.
- Provide extra practice opportunities for key techniques like whisking, folding, or sautéing during open lab time or skill-building stations.
- Use formative assessments to identify students needing intervention and provide targeted feedback or reteaching sessions before summative tasks.

For Language Development:

- Encourage students to narrate their cooking process aloud or record short video walkthroughs using target vocabulary and sequencing language.
- Use graphic organizers to help students categorize vocabulary by technique, equipment, ingredient prep, and safety terms.
- Provide opportunities for students to read and annotate recipes, identifying verbs, measurements, and home language.

Central Bucks School District – Course of Study – Food for Life

Unit 4 – Lunch/Dinner

Desired Results

Students will explore the preparation of balanced lunch and dinner meals using a variety of cooking techniques such as sautéing, baking, frying, and simmering. Through hands-on cooking labs, students will develop essential culinary skills, including knife handling, food safety practices, and effective meal planning. Emphasis is placed on preparing meals that are nutritionally balanced, cost-conscious, and satisfying, while fostering collaboration, confidence, and creativity in the kitchen.

Essential Questions:

- How do different cooking methods (e.g., sautéing, baking, frying) influence the nutritional value and flavor of meals?
- How can we prepare satisfying meals that meet dietary needs and resource constraints?
- What strategies help us plan and execute balanced meals using available ingredients and tools?

Enduring Understandings:

Students will understand that...

- dietary choices affect health.
- choices about time, money, and the use of other available resources affect meals.
- cooking techniques and ingredient choices directly affect the healthfulness, taste, and appeal of meals.
- planning and preparing lunch and dinner requires balancing nutrition, time, cost, and available resources.
- cultural and personal preferences influence meal choices and preparation styles.

Knowledge:

Students will know...

Vocabulary

General Techniques

- Mise En Place – The practice of organizing and preparing ingredients before cooking.
- Yield – The amount a recipe produces.
- Seasoning – Enhancing flavor using salt, herbs, spices, etc.
- Presentation – Arranging food attractively for serving.

Cooking Methods

- Boil – Cooking food in rapidly bubbling water or liquid.
- Sauté – Cooking food quickly in a small amount of fat.
- Fry – Cooking food in hot oil, either shallow or deep.

- Bake – Cooking food using dry heat in an oven.
- Simmer – Cooking food gently just below boiling.
- Roast – Cooking food using dry heat, typically in an oven.
- Steam – Cooking food using vapor from boiling water.
- Pan-fry – Cooking food in a small amount of oil in a skillet.

Ingredient Prep

- Dice – Cutting food into small, uniform cubes.
- Mince – Finely chopping food, especially garlic or herbs.
- Chop – Cutting food into irregular pieces.
- Shred – Pulling or cutting food into thin strips.
- Knead – Working dough to develop gluten.
- Roll – Flattening dough with a rolling pin.
- Filling – Stuffing dough, vegetables, or meat with a mixture.
- Crimp – Sealing the edges of dough by pinching or folding.
- Julienne – Cut into matchstick-size strips.

Food Safety & Handling

- Cross-contamination – Transfer of harmful bacteria between foods or surfaces.
- Temperature Danger Zone – Range (40°F–140°F) where bacteria grow rapidly.
- Sanitize – Reducing pathogens on surfaces to safe levels.
- Hold – Keeping food at a safe temperature before serving.
- Internal Temperature – The temperature inside food is used to determine doneness.

Lab-Specific Vocabulary

- Alfredo Sauce – A creamy pasta sauce made with butter, cream, and cheese.
- Lentils – Small legumes used as a plant-based protein.
- Empanada – A pastry filled with savory ingredients and baked or fried.
- Dough – A mixture of flour and liquid used to make baked goods.
- Crust – The outer layer of baked dough, especially in pizza or empanadas.
- Breading – Coating food with flour, egg, and crumbs before frying.
- Stir-fry – A cooking method involving quick sautéing of ingredients over high heat, typically in a wok.
- Taco seasoning – A blend of spices used to flavor taco fillings.
- Slurry – Mixing cornstarch and water to thicken the sauce.
- Dredging – Coating food lightly with a dry ingredient.

Skills:

Students will be able to...

- prepare a variety of lunch and dinner recipes using techniques such as sautéing, baking, frying, and simmering.
- demonstrate knife skills and ingredient prep for complex recipes.
- apply food safety principles during multi-step meal preparation.
- plan and execute balanced meals considering time, budget, and nutritional goals.
- modify recipes to accommodate dietary restrictions or resource limitations.

- collaborate effectively in kitchen labs to complete recipes safely and efficiently.

Standards

Priority:

- 11.1.9-12.F – Apply fundamentals of time, temperature, and cooking techniques.
- 11.1.9-12.E – Apply principles of measurement, portion control, conversions, and food cost analysis.
- 11.1.9-12.H – Evaluate nutrition principles and specialized dietary plans.
- 11.1.9-12.C – Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs.
- 11.2.9-12.B – Examine strategies for managing individual and family resources.
- 11.3.9-12.C – Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Supporting:

- 11.1.9-12.D – Evaluate nutrition and meal-planning principles.
- 11.1.9-12.I – Analyze nutrient absorption and energy conversion.

Acceptable Evidence:

Performance Tasks –

- Kitchen labs that demonstrate proper cooking techniques and food safety.
- Recipe modification projects with nutritional and cost analysis.
- Collaborative meal planning and execution.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Knife skills check using vegetables for stir fry or taco toppings; assessed on safety, uniformity, and efficiency.
- Cooking technique exit tickets identifying methods used in each lab and their impact on flavor, texture, and nutrition.
- Recipe math practice converting measurements, scaling portions, and calculating cost per serving.
- Peer feedback on plating using a rubric to evaluate portion control, presentation, and visual appeal.

Summative Assessment

- Culinary lab performance preparing a complete lunch or dinner meal with assessment of mise en place, technique, safety, and final product.
- Recipe modification project with revised recipe, cost analysis, and nutritional comparison for dietary needs.
- Technique and safety quiz covering cooking methods, food safety principles, and unit vocabulary.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Prepare meals using different cooking methods and compare outcomes.
- Conduct a cost and nutrition analysis of homemade vs. store-bought meals.
- Modify a recipe to meet specific dietary needs (e.g., vegetarian, gluten-free).
- Collaboratively plan and prepare a themed lunch or dinner lab.

Instructional Strategies:

- Use demonstrations and video modeling to introduce techniques.
- Provide scaffolded recipe cards and visual aids.
- Facilitate peer feedback sessions on plating and teamwork.

Differentiation/Intervention/Enrichment Options:

- Preferential seating and peer pairing for support.
- Differentiated materials and extended time options.
- Second-chance learning opportunities during lunch and learn.

Language Development:

- Translated materials and labeled diagrams.
- Graphic organizers for vocabulary and recipe breakdowns.

Central Bucks School District – Course of Study – Food for Life

Unit 5 – Dessert

Desired Results

Students will explore the art and science of dessert preparation through hands-on labs and creative challenges. They will learn and apply essential mixing and baking techniques, develop an understanding of ingredient functions, and practice safe food handling. Emphasis is placed on presentation, portion size, and the ability to modify recipes to meet dietary needs. Students will gain confidence in executing a variety of desserts while reflecting on how technique and creativity influence the final product.

Essential Questions:

- How do mixing and baking techniques influence the texture, flavor, and appearance of desserts?
- In what ways can desserts be modified to meet nutritional needs or dietary restrictions?
- How do ingredient choices and proportions affect the outcome of a dessert?
- What role does presentation play in the appeal and enjoyment of desserts?
- How can we balance taste and nutrition when preparing sweet treats?

Enduring Understandings:

Students will understand that...

- precise mixing and baking techniques are essential to achieving desired textures and flavors in desserts.
- ingredient selection and measurement directly impact the structure, taste, and nutritional value of baked goods.
- desserts can be adapted to meet dietary needs without sacrificing quality or enjoyment.
- presentation enhances the sensory experience and appeal of desserts.
- creating desserts involves both scientific principles and creative expression.

Knowledge:

Students will know...

Vocabulary

General Techniques

- Mise en place – The practice of organizing and preparing ingredients before cooking.
- Yield – The amount a recipe produces.
- Plating – Arranging food attractively for serving.
- Presentation – Enhancing the visual appeal of a dish.

Cooking Methods

- Bake – Cooking food using dry heat in an oven.
- Broil – Cooking food with direct heat from above.
- Chill – Cooling food in the refrigerator to set or firm.
- Whip – Beating ingredients to incorporate air and increase volume.
- Fold – Gently combining ingredients to avoid deflating air.
- Temper – Gradually combining hot and cold ingredients to prevent curdling.

Ingredient Prep

- Cream – Beating fat and sugar together until light and fluffy.
- Sift – Passing dry ingredients through a sieve to remove lumps and aerate.
- Zest – Removing the outer peel of citrus fruits for flavor.
- Chop – Cutting food into irregular pieces.
- Dice – Cutting food into small, uniform cubes.

Food Safety & Handling

- Cross-contamination – Transfer of harmful bacteria between foods or surfaces.
- Temperature danger zone – Range (40°F–140°F) where bacteria grows rapidly.
- Sanitize – Reducing pathogens on surfaces to safe levels.
- Hold – Keeping food at a safe temperature before serving.

Lab-Specific Vocabulary

- Lava cake – A small chocolate cake with a gooey, molten center.
- Shortcake – A sweet biscuit or cake base served with fruit and whipped cream.
- Cookie – A small baked treat made from dough, often sweet and crisp or chewy.
- Ganache – A smooth mixture of chocolate and cream used for filling or topping.
- Glaze – A glossy coating applied to baked goods for shine and flavor.
- Crumb – The interior texture of baked goods.
- Leavening – The process of making baked goods rise using agents like baking soda or baking powder.
- Piping – Squeezing frosting or batter through a bag to decorate or shape.

Skills:

Students will be able to...

- prepare a variety of desserts using appropriate mixing and baking techniques.
- demonstrate proper use of tools such as mixers, sifters, and piping bags.
- apply plating techniques to present desserts attractively.
- identify and use leavening agents correctly in baked goods.
- follow multi-step recipes with attention to timing, temperature, and ingredient sequencing.
- use kitchen equipment safely and effectively during dessert preparation.
- apply food safety principles when handling, cooking, and storing dessert ingredients.
- collaborate with peers to complete dessert labs efficiently and safely.

Standards

Priority:

11.1.9-12.F – Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.

11.1.9-12.E – Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

11.1.9-12.H – Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

11.1.9-12.C – Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

11.2.9-12.B – Examine strategies for managing individual and family resources such as food.

11.3.9-12.C – Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Supporting:

11.1.9-12.D – Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.

11.1.9-12.I – Analyze the breakdown of foods, the absorption of nutrients, and their conversion to energy by the body.

Acceptable Evidence:

Performance Tasks –

- Apply mixing techniques such as creaming, folding, and portioning to produce consistent dessert items like cookies or shortcakes.
- Demonstrate proper use of mixing tools and equipment (e.g., electric mixer, sifter, piping bag) during dessert preparation.
- Prepare a molten-centered lava cake using correct timing and temperature control to achieve the desired texture.
- Modify a dessert recipe to meet a specific dietary need.
- Present plated desserts with attention to portion control, garnish, and visual appeal.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Mixing method identification activity where students match terms like creaming, folding, and whipping to their definitions and applications.
- Recipe breakdown worksheet where students analyze a dessert recipe, identifying steps, cooking methods, and ingredient functions.
- Kitchen safety walk-through where students identify potential hazards and explain how to correct them before beginning a dessert lab.
- Texture comparison lab where students prepare two versions of a cookie or cake using different mixing methods and record observations.

Summative Assessment

- Complete a dessert lab demonstrating proper mixing methods, baking techniques, and food safety practices.
- Participate in a dessert showcase where students present a plated dessert with attention to portion control, garnish, and visual appeal.
- Submit a recipe modification project that includes a revised dessert recipe, cost analysis, and nutritional comparison.
- Create a dessert menu for a specific dietary need or occasion, including rationale for recipe selection and presentation strategy.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice mixing methods such as creaming, folding, and whipping by preparing cookie doughs, cake batters, and whipped toppings.
- Compare the effects of different leavening agents (e.g., baking soda vs. baking powder) by baking.
- Conduct a sensory evaluation of desserts, focusing on texture, flavor, aroma, and presentation, and use descriptive vocabulary to communicate findings.
- Modify a traditional dessert recipe to be more nutritionally dense.

Instructional Strategies:

- Use live demonstrations or video modeling to show proper mixing methods, baking techniques, and plating styles.
- Incorporate guided practice sessions where students follow along with the teacher to reinforce technique accuracy and timing.
- Provide pre-printed recipes and visual step-by-step guides to reduce cognitive load and support procedural understanding.
- Facilitate think-pair-share discussions using essential questions to encourage reflection on dessert preparation and nutritional choices.
- Group students strategically for cooperative learning during labs and planning activities to promote peer modeling and collaboration.

Differentiation/Intervention/Enrichment Options:

- Provide visual aids, step-by-step recipe cards, and video demonstrations for students who benefit from visual instruction.
- Offer scaffolded recipes with varying levels of complexity to accommodate different skill levels.
- Assign peer partners or small group roles to encourage collaboration and support time management and kitchen safety.
- Use graphic organizers to help students break down recipes into techniques, ingredients, and timing.
- Provide modified or adapted assessments, including simplified language or alternative formats.

- Offer second-chance learning opportunities for students to reattempt techniques or labs for mastery.

Language Development:

- Translated materials and labeled diagrams.
- Graphic organizers for vocabulary and recipe breakdowns.