

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Foods and Nutrition

Date: January 2011

Subject Area: Career Technical Education

Proposed Grade Level(s): CHS – 10th
FHS – 10th-12th

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Suggested: Life Management 1

COURSE DESCRIPTION:

This course will introduce students to basic principles of nutrition and food preparation. Basic culinary skills will be taught. Information will be presented on making healthy food choices, safety and sanitation, food budgeting, efficiency within the kitchen, equipment selection and usage, food storage for optimum nutrition, meal service, cultural influences on food choices, and preparation for careers in the food service industry.

GENERAL GOALS/PURPOSES:

(Adapted from the FCUSD Mission Statement and Vision Statement)

- The Foods and Nutrition program provides students with a core of knowledge and skills that act as a building block for lifelong learning.
- Students will be exposed to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena through the student leadership organization FHA-HERO.
- The Foods and Nutrition program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Foods and Nutrition program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop a saleable skill.
- Our program will provide intellectual, practical, and creative experiences in which the student can expect a high degree of success to maximize his/her feelings of self-worth and accomplishment.
- The Foods and Nutrition program will carry high expectations for each student's achievement and success in applying decision-making and problem-solving techniques in dealing with food choices and menu design.
- The Foods and Nutrition program will provide students with a broad range of rigorous educational opportunities which will enable each individual student the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological twenty-first century.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed with student and parent involvement in the student leadership organization FHA-HERO.
- The Foods and Nutrition program will provide students with opportunities to receive public recognition for projects completed in class.

STUDENT READING COMPONENT:

Specific applications of Reading Comprehension standards including but not limited to (grades nine and ten): (2.1)-(2.3), (2.5), (2.7)

Specific applications of Reading Comprehension standards including but not limited to: (grades eleven and twelve): (2.3)

STUDENT WRITING COMPONENT:

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.5), (2.3), (2.5)

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve): (1.5), (1.6), 2.5)

STUDENT ORAL COMPONENT:

Specific applications of Speaking Applications standards (grades nine and ten): (2.2)

Specific applications of Speaking Applications standards (grades eleven and twelve): (2.4)

2.6 Understand verbal and nonverbal communication and respond appropriately.

2.7 Understand trends and new information by reading and interpreting the professional literature of the professions within a selected career pathway

STUDENT MATH COMPONENT:

Specific applications of Number Sense Standards (grade seven): (1.1), (2.1)-(2.8)

Specific applications of Mathematical Reasoning standards (grade seven) (1.1), (2.1), (2.4)-(2.6)

DETAILED UNITS OF INSTRUCTION:

1. The Importance of Food

- a. Historical migration of foods**
- b. How food affects life / food choices**

(Food and nutrition play an important role in our everyday lives. Our diet over time can affect health in a positive or negative way. Chronic and acute illness later in life can be affected by the food choices we make throughout our lives)

- Personal preference
- Habits
- Ethnicity
- Social interactions
- Food availability
- Emotional comfort
- Values
- Factors that affects our food supply

- c. Nutritional needs**

(Maintaining a healthy body requires the continual replenishment of energy and nutrients from food.)

- Nutrient classes: Carbohydrate, fat, protein, vitamin, mineral, and water
- Digestion and absorption
- Metabolism

- d. Healthy choices / good nutrition throughout life**

(Selecting a nutritious diet is attainable when individuals follow some general guidelines)

- Diet planning
- Shopping and preparing food wisely
- Eating out obstacles
- Eating throughout life's stages
- Weight management
- Eating disorders

- e. Safeguarding our health**

(By following safety principles you insure and illness and accident free kitchen)

- Food safety and foodborne illnesses
- Sanitation and safety in the kitchen

f. Career opportunities

(Set goals and explore the possibilities)

- Food service ... Industry, education, and business
- Hospitality

2. The Management of Food

a. Kitchen space (Comfortable, convenient, and efficient)

- Kitchen design
- Dining areas
- Table appointments / Setting the table

b. Kitchen appliances (Consider your needs)

- Safety
- Use

c. Kitchen Utensils (Consider your needs)

- Smaller tools
- Safety
- Use

d. Meal planning (Nutritious menus are planned)

- Provide nutrition balance
- Budget your menu
- Consider time and energy

e. The wise consumer

- Where to shop
- What to buy
- Understanding food labeling

f. Getting Started (Mise en place)

- Choose a recipe
- Correct measuring
- Adjusting recipes
- Time-work schedules

3. The Preparation of Food

a. Create and experiment with various cooking techniques of food

b. Grains

- Types
- Selection
- Cooking grains

c. Vegetables

- Choosing fresh, canned, frozen, or dried
- Preparing vegetables

d. Fruits

- Choosing fresh, canned, frozen, or dried
- Preparing fruits

e. Dairy

- Selecting and storing
- Whole versus low fat
- Cooking with milk and Cream
- Cooking with cheese

f. Eggs

- Selecting and storing
- As an ingredient
- Principles and methods of cooking eggs

g. Meat

- What is meat?
- Inspection and grading of meat
- Selecting and storing
- Principles and methods of cooking meat

h. Poultry

- Nutritional Value
- Selecting and storing
- Principles and methods of cooking poultry

i. Fish and Shellfish

- Classification
- Selecting and storing
- Principles and methods of cooking finfish and shellfish

j. Salads, casseroles, and soups

- Salads: types and prep
- Casseroles: types and prep
- Stock soups: types and prep
- Herbs and Spices

k. Breads

- Selecting and storing
- Quick breads / yeast breads

l. Desserts

- Cakes
- Cookies
- Pies
- Candies

4. Foods of the World

a. The United States and Canada

- New England, Mid-Atlantic, South, Midwest, West, Southwest, Pacific Coast, Hawaiian Islands, and Canada

b. Latin America

- Mexico
- South America

c. Europe

- British Isles
- France
- Germany
- Scandinavia

d. Mediterranean

- Spain
- Italy
- Greece

e. Middle East and Africa

- Middle East
- Israel
- Africa

f. Asia

- Russia
- India
- China
- Japan

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR CSTs:

Writing, Reading, Language Arts, Math, Social Science and Science

LAB FEE IF REQUIRED:

Cordova High School Academy: \$5.00 or plain black ball cap and white shirt and black pants for service recommended.

Folsom High School: \$15.00

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Career Planning and Management: (3.1)- (3.6); Technology: (4.1)-(4.4) Problem Solving and Critical Thinking (5.1), (5.3), (5.4); Health and Safety (6.1), (6.2); Responsibility and Flexibility (7.1)-(7.4); Ethics and Legal Responsibilities (8.3); Leadership and Teamwork through their involvement in the student leadership organization FHA-HERO (9.1)-(9.5)

TECHNICAL KNOWLEDGE AND SKILLS (CONSUMER AND FAMILY STUDIES):

HTR – F10.1 Standard 21: Nutrition and Health

Students understand the principles of nutrition and their relationship to good health through the life cycle.

- 21.3 Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. (*HTR – F10.1.3*)
- 21.4 Describe food related illnesses and examine strategies for their prevention and treatment. (*HTR – F10.1.4*)
- 21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. (*HTR – F10.1.5*)
- 21.6 Explain the process of digestion, absorption, and metabolism in the body's use of food and the effects of medications, alcohol, and drugs. (*HTR – F10.1.6*)
- 21.7 Compare and evaluate dietary programs and information that deal with weight control and nutrition. (*HTR – F10.1.7*)

HTR – F10.2 Standard 22: Food Safety and Sanitation

Students understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

- 22.4 Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues. (*HTR – F10.2.4*)

HTR – F10.3 Standards 23: Food Preparation and Meal Management

Students understand the principles of food purchasing, food preparation, and meal management in a variety of settings.

A. Food Purchasing

- 23.3 Compare food quality, products, and brands, number of servings, and unit prices as well as expiration dates. (*HTR – F10.3.3*)
- 23.4 Apply consumer and decision-making skills when selecting and purchasing food. (*HTR – F10.3.4*)
- 23.5 Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy. (*HTR – F10.3.5*)
- 23.6 Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle. (*HTR – F10.3.6*)
- 23.7 Identify and compare local food source outlets for cost, convenience, services, and variety of selections. (*HTR – F10.3.7*)

B. Food Preparation

- 23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (*HTR – F10.3.8*)
- 23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (*HTR – F10.3.9*)

- 23.10 Use appropriate equipment and techniques for dry and liquid measurements. (*HTR – F10.3.10*)
- 23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (*HTR – F10.3.11*)
- 23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (*HTR – F10.3.12*)
- 23.14 Investigate and describe current trends in food preparation. (*HTR – F10.3.14*)

HTR – F10.4 Standard 24: Food Culture and Etiquette

Students understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

- 24.1 Demonstrate table manners and etiquette commonly accepted in the United States. (*HTR – F10.4.1*)
- 24.2 Describe and practice basic table setting techniques and a variety of meal service styles. (*HTR – F10.4.2*)
- 24.3 Identify regional differences in the United States affecting the preparation and service of food. (*HTR – F10.4.3*)
- 24.4 Identify cultural differences affecting the preparation and service of food. (*HTR – F10.4.4*)
- 24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. (*HTR – F10.4.5*)
- 24.6 Describe the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits. (*HTR – F10.4.6*)

HTR – F10.5 Standard 25: The Science of Food and Nutrition

Students understand the aspects of science related to food preparation, product development, and nutrition.

- 25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (*HTR – F10.5.1*)
- 25.2 Analyze and compare the nutrient content and density in a variety of foods. (*HTR – F10.5.2*)
- 25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (*HTR – F10.5.3*)
- 25.4 Describe the biochemical processes enabling the body to use nutrients from food. (*HTR – F10.5.4*)
- 25.5 Apply data from nutritional research studies to evaluate information on nutrition and diet. (*HTR – F10.5.5*)
- 25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (*HTR – F10.5.6*)
- 25.7 Describe the functions and effects of chemicals and additives in food. (*HTR – F10.5.7*)
- 25.8 Apply the scientific method to test food science principles or develop new food products. (*HTR – F10.5.8*)

HTR – F10.6 Standard 26: Food Production and Technology

Students understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.

- 26.1 Describe and compare different methods of preserving foods. (*HTR – F10.6.1*)
- 26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (*HTR – F10.6.2*)
- 26.3 Analyze health, safety, and environmental issues related to current and emerging food technologies. (*HTR – F10.6.3*)
- 26.4 Describe quality assurance procedures used in food production and processing. (*HTR – F10.6.4*)
- 26.5 Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace. (*HTR – F10.6.5*)

HTR – F10.7 Standard 27: Facilities and Equipment

Students understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.

- 27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (*HTR – F10.7.1*)

- 27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency. (*HTR – F10.7.2*)
- 27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (*HTR – F10.7.3*)
- 27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (*HTR – F10.7.4*)

Pathway Standards (including but not limited to):

- B2.0 Students understand the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments
- B3.0 Students understand the basic principles of sanitation and safe food handling

DISTRICT ESLRs TO BE ADDRESSED:

Self-Directed Learners – Students will:

- Read and write independently as well as with the class
- Think on their own as to following directions given in class
- Take what they learned in class and prepare meals for their family
- Get assigned work when they are absent from class
- Choose and create menus that will be appetizing to the students

Constructive Thinkers –Students will:

- Take what has been learned in class and apply it to the real world of work
- Be able to adjust recipes and prepare them in class and at home
- Take what has been demonstrated for them and duplicate it in their kitchens
- Be creative on ‘cooks choice’ days and try new foods, not the same old things they already know how to prepare

Effective Communicators –Students will:

- Express their ideas and what they’ve learned in written and verbal communications
- Discuss and plan weekly lab duties to complete tasks
- Listen and respond to lab partners in keeping the kitchens safe

Collaborative Workers –Students will:

- Work in groups to accomplish assigned tasks
- Create foods and menus according to recipes
- Create the day’s menu/recipe(s) according to duties and lab plans
- Volunteer to help out when a group member is not in class

Quality Producers/Performers –Students will:

- Take pride in class assignments
- Be willing to sample all food prepared in class
- Follow directions and complete the recipes
- Be able to work alone and in a group to finish tasks

Responsible Citizens –Students will:

- Be in class on time and be ready to work/learn
- Follow class safety guidelines
- Measure accurately and not waste food
- Respect the different likes and dislikes of others in class