

Family and Consumer Sciences CURRICULUM

FOODS I

(Elective Course)

Supports Academic Learning Expectation # 4

Students and graduates of Ledyard High School will employ effective research and study skills

**Approved by the Instructional Council
May 19, 2008**

STUDENT LEARNING OBJECTIVES

Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard #1) Integrate multiple roles and responsibilities in family, work, and community settings	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 1.2 Demonstrate transferable and employability skills in school, community and workplace settings	<i>Students will be able to:</i> a. Identify commercial, institutional and business employment opportunities in the food service industry b. Demonstrate leadership and teamwork skills in school by performing the duties of head chef, assistant chef, prep cook/washer, prep cook/dryer during food labs c. Demonstrate positive work ethics during food labs

STUDENT LEARNING OBJECTIVES

Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources</p> <p>2.4 Evaluate the effects of technology on individual and family resources</p> <p>2.5 Analyze relationships between the economic system and consumer actions</p>	<p><i>Students will be able to:</i></p> <p>a. Apply management and planning skills and processes when organizing tasks and responsibilities for food labs</p> <p>b. Select safe and nutritious food choices based on the USDA food pyramid to satisfy needs and wants of individuals and families</p> <p>a. Use recycling bins consistently and appropriately</p> <p>a. Utilize the internet to research recipes that meet specific food lab objectives</p> <p>b. Describe types of web sites that affect family and consumer decision-making such as www.mypyramid.gov and www.peapod.com</p> <p>a. Analyze the use of resources in making choices that satisfy needs and wants of individuals and families by using food shopping strategies to purchase food for a seven day menu within a given budget</p>

STUDENT LEARNING OBJECTIVES
Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard # 8) Integrate knowledge, skills, and practices required for careers in food production and services</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>8.2 Demonstrate food safety and sanitation procedures</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment</p> <p>8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs</p>	<p><i>Students will be able to:</i></p> <p>a. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention</p> <p>b. Practice food service management safety/sanitation program procedures consistently</p> <p>c. Practice good personal hygiene/health procedures</p> <p>d. Demonstrate proper storage and handling of both raw and prepared foods</p> <p>e. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods</p> <p>f. Recognize appropriate cleaning and sanitizing materials for proper uses and safety hazards</p> <p>a. Operate tools and equipment following safety procedures</p> <p>b. Maintain tools and equipment following safety procedures</p> <p>c. Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils</p> <p>d. Demonstrate procedures for safe and secure storage of equipment and tools</p> <p>e. Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving including hand tools and small ware</p> <p>a. Apply menu-planning principles to develop and modify family style menus</p> <p>b. Identify food, equipment, and supplies needed for family style menus</p>

STUDENT LEARNING OBJECTIVES
Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard # 8) Integrate knowledge, skills, and practices required for careers in food production and services</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i> 8.4 (Continued) Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> c. Prepare requisitions for food, equipment, and supplies to meet food lab requirements d. Apply principles of Measurement, Portion Control, Conversions and Menu Pricing to family style menu planning a. Demonstrate basic skills in safe handling of knives, tools and equipment b. Demonstrate basic skills for a variety of cooking methods such as roasting, broiling, grilling, sautéing, braising, pan frying, stewing, poaching, steaming and baking c. Utilize weights and measurement tools to demonstrate knowledge of proper scaling and measurement techniques d. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling and reheating for a variety of foods e. Prepare various meats and poultry using safe handling and preparation techniques f. Prepare stocks, soups, and sauces using safe handling and preparation techniques g. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and preparation techniques h. Prepare breads, baked goods and cakes using safe handling and preparation techniques i. Prepare breakfast meats, eggs, cereals, and batter products using safe handling and preparation techniques j. Demonstrate basic plating, garnishing, and food presentation techniques k. Examine the applicability of convenience food items l. Demonstrate cooking methods that increase nutritional value, lower calorie and fat content m. Utilize herbs and spices to enhance food flavors

STUDENT LEARNING OBJECTIVES

Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 7 (State Standard # 9)</p> <p>Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation</p> <p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</p> <p>9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings</p> <p>9.5 Demonstrate use of current technology in food product development and marketing</p>	<p><i>Students will be able to:</i></p> <p>a. Analyze factors that contribute to food borne illness</p> <p>b. Demonstrate practices and procedures that assure personal and workplace health and hygiene</p> <p>a. Analyze nutritional data</p> <p>b. Identify and apply the basic nutrient preservation cooking techniques especially when working with fruits and vegetables</p> <p>c. Modify recipe amounts to reflect serving portions needed</p> <p>d. Compare and contrast the Mediterranean food pyramid to the USDA food pyramid</p> <p>e. Discuss the various grains from around the world</p> <p>f. Prepare at least one ethnic dish</p> <p>g. Critique the selection of foods to promote a healthy life style</p> <p>a. Demonstrate an understanding that recipe choices should reflect nutritional principles</p> <p>b. Select recipes that reflect greater nutritional density such as whole grains versus enriched grains</p> <p>a. Prepare food for presentation and assessment using such technology as scaling and standardization</p> <p>b. Conduct food sensory evaluations on cakes and quick breads using a rubric</p> <p>c. Use a thermometer to test for safety of cooked food products especially meat</p>

STUDENT LEARNING OBJECTIVES

Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 10 (State Standard # 13)	
Demonstrate respectful and caring relationships in the family, workplace and community	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community</p>	<p><i>Students will be able to:</i></p> <p>a. Work as a successful team member when working in a food lab by carrying out their assigned roles such as head chef, assistant chef, prep cook/dishwasher and prep cook/dish dryer</p>

STUDENT LEARNING OBJECTIVES

Foods I

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 11 (State Standard # 14)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span</p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p> <p>14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs</p> <p>14.4 Evaluate factors that affect food safety from production through consumption</p>	<p><i>Students will be able to:</i></p> <p>a. Recognize the role and function of major nutrients in the diet</p> <p>b. Complete a personal “health pie” in order to understand the role environment, heredity and life style plays in their personal wellness</p> <p>c. Assess their diet and exercise routines to determine the appropriate weight control practices that would result in a healthy life style</p> <p>a. Utilize www.mypyramid.gov website to evaluate their personal diet according to the recommendations made by USDA food pyramid for nutrition and exercise</p> <p>b. Create an age appropriate, seven day menu that reflects the food pyramid recommendations</p> <p>a. Research and write a persuasive commercial about disorders caused by vitamin and mineral deficiencies</p> <p>b. Use food shopping strategies to purchase food for a seven day menu within a given budget</p> <p>a. Identify and discuss the food and personal safety procedures shown in the videos, “Slaughter” and “Fabrication”</p> <p>b. Demonstrate understanding of safe meat handling practices by completing a packet from the USDA</p> <p>c. Identify correct safety and handling procedures for perishable foods found in all categories of the food pyramid</p> <p>d. Describe safe food handling procedures that reduce the risk of food borne illnesses</p> <p>e. Describe the practices necessary to prevent accidents in the kitchen</p>