

**COURSE TITLE:**

FOODS

**LENGTH:**

ONE SEMESTER

GRADES 9 – 12

**DEPARTMENT:**

FINE, PRACTICAL, AND PERFORMING ARTS

**SCHOOL:**

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

RUTHERFORD HIGH SCHOOL  
RUTHERFORD, NJ 07070  
FOODS  
SPRING 2015

**1. INTRODUCTION/OVERVIEW/PHILOSOPHY**

This is a semester course designed for the student who wishes to learn basic food preparation techniques. Food and food preparation methods covered will be based on their relationship to the six major nutrients, the Dietary Guidelines for Americans, and the Food Guide Pyramid.

Students will learn to prepare varieties of foods and be taught to use common household appliances in a safe and efficient manner. Incorporated throughout the course will be discussions and information pertaining to career choices in food and food service industries.

## 2. OBJECTIVES

### A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR 21<sup>st</sup> CENTURY LIFE AND CAREERS AND TECHNOLOGY

*For a complete copy of the 21<sup>st</sup> Century Life and Careers as well as Technology, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

#### THE 12 CAREER READY PRACTICES

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

##### STANDARD 9.1

**PERSONAL FINANCIAL LITERACY:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

##### STANDARD 9.2

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

##### STANDARD 9.3

**CAREER AND TECHNICAL EDUCATION:** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

## TECHNOLOGY

### STANDARD 8.1

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

#### A. COURSE OUTLINE

*All standards cited in course outline are through Grade 12.*

##### 1) Safety

- Identify safe procedures for handling and working with equipment and utensils
- Identify safe procedures for handling and working with various types of food
- Identify hazardous materials
- Pass a safety test

##### 2) Kitchen Sanitation

- Describe important standards of personal hygiene and kitchen cleanliness
- Develop skills in kitchen cleanliness and orderliness.
- Discuss causes, symptoms, and treatments of common food-borne illnesses
- Demonstrate proper handling, use, cleaning, and storage of sharp objects such as knives, peelers, and graters

##### 3) Kitchen Equipment

- Identify specific uses for various kitchen appliances, small equipment, and utensils
- Develop measuring skills by using appropriate equipment and utensils

##### 4) Laboratory Preparation Skills

- Use abbreviations in recipes
- Convert the yield in recipes
- Read and follow directions for recipes

### 5) The Food Guide Pyramid

- Identify each of the food groups on the Food Guide Pyramid.
  - Bread and grain group
  - Fruit group
  - Vegetable group
  - Dairy and cheese group
  - Meat, fish, poultry, dried beans, and nuts group
  - Fats, oils, and sweets group
  
- Identify specific serving sizes for individual foods and the number of servings appropriate for each food group.
- Identify essential nutrients needed for proper health...
  - Protein
  - Carbohydrates, including a brief explanation of complex and simple carbohydrates
  - Fats, including a brief explanation of saturated, unsaturated, trans fats, and cholesterol
  - Vitamins
  - Minerals
  - Water
  
- Incorporate information on servings and serving sizes in menu planning.

### 6) Principles of Food Preparation

- Learn a variety of food preparation methods, including baking, sautéing, broiling, roasting, stir-frying, braising, stewing, etc.
- Identify and apply appropriate preparation methods for individual food items
- Prepare foods properly from each food group
- Evaluate prepared foods for taste and appearance
- Understand and follow directions for selected recipes while working in a small group setting

### 7) Career Awareness

- Research involving careers in food service management or nutrition
- Prepare a presentation/paper on above topic

## **Student Outcomes**

The student will be able to:

- discuss causes, symptoms and treatment of common food borne illnesses.
- describe importance of personal and kitchen cleanliness.
- give examples of how following good safety practices prevents kitchen accidents.
- apply basic first aid in home.
- set a table appropriately.
- list points to consider when choosing appliances.
- explain how to select, use, and care for major and portable kitchen appliances.
- identify various small kitchen utensils and discuss their functions.
- explain how to select, use, and care for cooking and baking utensils.
- identify abbreviations.
- measure solids, liquids and fats used in recipes.
- change the yield of a recipe.
- describe good nutrition.
- name the six major nutrients.
- describe the functions of each of the nutrients.
- list important sources of each nutrient.
- describe deficiencies in the major nutrients.
- describe the Food Guide Pyramid.
- identify how many daily servings you need from each group in the Food Guide Pyramid and what constitutes a serving.
- plan nutritious meals using the Food Guide Pyramid.
- prepare a family food budget.
- plan menus with an appealing variety of flavors, colors, textures, shapes, sizes and temperatures.
- discuss the role of the meal manager.
- list the resources a meal manager uses to prepare or serve nutritious family meals.
- explain how food labeling, unit pricing and generic and organic food products affects the consumer.
- identify career opportunities in the area of foods, nutrition and food service management.

### **3. PROFICIENCY LEVELS**

This elective course is open to students in grades 9-12.  
There are no prerequisites.

#### 4. METHODS OF ASSESSMENT

- **Student Assessment**  
The teacher will provide a variety of assessments during the course of the semester including:
  - Chapter quizzes
  - Lab participation
  - Homework assignments
  - Class work
  - Oral presentations
  - Notebook checks
  - Quarter projects
  - Final exam
  
- **Curriculum/Teacher assessment**  
There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the foods program.
  - Teacher/departmental meetings
  - Teacher observations
  - Completed projects
  - Self evaluation/PDP
  - Supervisor/principal evaluations
  - Suggestions for changes to area supervisor

#### 5. GROUPING

There are no prerequisites for this course. This elective course is for grades 9-12.

#### 6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Course length is one semester and is offered to students in grades 9-12.

#### 7. RESOURCES

- Guest speakers
- Field trips
- Internet websites such as Mypyramid.gov, Kraftfoods.com, Foodtv.com, and Bettycrocker.com
- Documentary and instructional videos
- Saveur Magazine
- Family Circle Magazine
- Food for Today: Glencoe, 2006
- Guide to Good Food by Velda L. Largen and Deborah L. Bence  
The Goodheart-Willcox Company, Inc., 2006

## **8. METHODOLOGIES**

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion through PowerPoint presentations
- Video presentations
- Laboratory assignments
- Class work
- Group discussion
- Homework
- Presentations
- Computer lab and computer assignments
- Brochures
- Newsletters
- Oral presentations
- Newspaper and magazine article reviews

## **9. SUGGESTED ACTIVITIES**

The instructor will include a variety of activities for learning such as:

- Worksheets
- Class laboratories
- Oral presentations
- Web assignments
- Student demonstrations

## **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.



## Examples of Strategies and Practices that Support:

### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## 11. INTERDISCIPLINARY CONNECTIONS

Based on the New Jersey Core Curriculum Content Standards, this course requires the use of **mathematics** and **language arts** through daily life skills such as measuring ingredients and reading recipes. **Writing** and **social studies** skills are met through written homework assignments and current news articles on nutrition. **Economics** applies to various units examining consumerism, government subsidized farming, supply and demand, and the cost of food items from farm to plate. **Science** and **health** topics are covered daily in the study of nutrients in the body and the chemical composition of foods and nutrients.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## 12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunity.

### 13. CURRICULUM MAP – FOODS

FOODS	September/ February	October/ March	November/ April	December/May	January/ June
	<u>Safety &amp; Sanitation</u> • Worksheets • Quiz  <u>Equipment &amp; Measuring</u> • Worksheets • Quiz  <u>Introduction to the Food Guide Pyramid</u> • Quiz  <u>Grains:</u> -Cereal -Rice -Corn -Oats -Barely -Pasta • Cooking labs • Worksheets • Quiz	<u>Breads:</u> -Quick breads -Yeast breads • Cooking labs • Worksheets • Video • Quiz  <u>Marking Period Project</u> • Worth 2 Quiz grades  <u>Fruits</u> • Cooking labs • Worksheets • Quiz	<u>Vegetables</u> • Cooking labs • Worksheet • Quiz  <u>Meat</u> • Cooking labs • Worksheets • Video • Quiz  <u>Fish</u> • Cooking labs • Worksheets • Quiz  <u>Poultry</u> • Cooking labs • Worksheets • Video • Quiz	<u>Desserts:</u> -Cookies -Cakes -Pies • Cooking labs • Worksheets • Video • Quiz  <u>Dairy:</u> -Milk -Cheese -Yogurt -Butter -Ice cream • Cooking labs • Worksheets • Quiz	<u>Eggs</u> • Cooking labs • Worksheets • Quiz  <u>Career Awareness</u> • Video  Review  Final exam