

Wilson Area School District Planned Course Guide

Title of planned course: Basic Foods

Subject Area: Foods and Nutrition

Grade Level: 9-12

Course Description: Basic Foods is an introductory foods course that includes: preparing foods, building nutrition knowledge, learning about food safety, and understanding basic cooking terms in recipes. Food groups include: meat and poultry, eggs and dairy, fruits and vegetables, and cakes, cookies, and pies. Students will set up a food budget, learn guidelines for using appliances, and strategies for buying and storing foods.

Time/Credit for this Course: Half year/ 0.5 Credit

Curriculum Writing Committee: Sue Johnson

Curriculum Map

3 weeks: Kitchen Safety and Sanitation

3 weeks: Kitchen Basics

2 weeks: Meat and Poultry

3 weeks: Eggs and Dairy

3 weeks: Cakes, Cookies, and Pies

2 weeks: Fruits and Vegetables

2 weeks: Grains and Pasta

Wilson Area School District Planned Course Materials

Course Title: Basic Foods

Textbooks: Guide to Good Food, Goodheart-Wilcox Company, 2015

Supplemental Books: Contemporary Living, Goodheart-Wilcox Company, 2010

Teacher Resources:

- foodsafety.gov
- Fda.gov
- Myplate.org
- Foodnetwork.com
- Calciumcalculator.com
- Aafcs.org

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Safety and Sanitation

Time frame: 3 weeks

State Standards: 11.2.12A, 11.3.9B, 11.3.12B

Essential content/objectives: At the end of the unit, students will be able to:

- Identify ways to prevent common kitchen accidents.
- Discuss special safety needs.
- Describe what to do if a kitchen accident results in injury.
- Discuss the causes of food-borne illness.
- Explain how proper food handling practices can prevent food-borne illness.

Core Activities: Students will complete/participate in the following:

- “Find Someone Who” teambuilding activity
- Safety Power Point
- Small group discussion of situations
- Current event articles – large group discussion
- Appliance safety video/discussion
- First Aid Power Point
- Individual response to safety situations
- Research – food handling practices
- Apply food handling practices to situations
- Current event discussion on food borne illness
- The Great Food Fight video/discussion
- Danger Zone Lab/questions

Extensions:

- Guest speaker – food service industry
- Problem solving situations
- Independent reading – current events

Remediation:

- Tutoring
- Peer support
- Reading assignments
- Review questions/game

Instructional Methods:

- Direct instruction
- Journal writing
- Small and large group discussion
- Lab experiments
- Independent reading
- Internet tutorial
- Cooperative groups

Materials and Resources:

- Guide to Good Food textbook
- Internet
- Smart Board
- Projector
- Kitchen supplies
- Current event articles
- Case study worksheets

Assessments:

- Projects
- Questioning
- Case analysis
- Quiz
- Test
- Lab experiments
- Problem-solving exercises
- Self-evaluation
- Observation

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Kitchen Basics

Time frame: 3 weeks

State Standards: 11.2.12C, 11.3.12A, 11.3.12F, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Identify abbreviations and define cooking terms used in recipes.
- Measure liquid and dry ingredients and fats for use in recipes.
- Change the yield of a recipe.
- Plan time-work schedules.
- Follow a recipe to prepare a snack or beverage.
- Identify various small kitchen utensils and discuss their functions.
- Explain how to select and care for cooking and baking utensils.

Core Activities: Students will complete/participate in the following:

- Measuring demonstration
- Measuring lab
- Utensil research and presentation
- Match cooking term with definition
- Practice changing the yield of a recipe
- Small group team plan
- Blender and oven lab
- Blender and oven lab evaluation
- Microwave lab
- Microwave lab evaluation

Extensions:

- Problem solving opportunities
- Student presentation – utensils
- Team building activity

Remediation:

- Daily review of concepts
- Tutoring
- Peer support
- Review game

Instructional Methods:

- Direct instruction
- Student presentations
- Demonstrations
- Large and small group discussion
- Lab experiences
- Reflective writing
- Review games
- Cooperative learning groups

Materials and Resources:

- Guide to Good Food textbook
- Power Point files
- Kitchen equipment
- Food supplies
- SMART Board
- Projector

Assessments:

- Questioning
- Quiz
- Lab observations
- Presentations
- Observation
- Class work
- Test

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Meat and Poultry

Time frame: 2 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- List factors affecting the selection of meats to maintain their quality
- Describe how to properly store meats to maintain their quality
- Describe the principles and methods of cooking meat.
- Prepare meats by moist and dry cooking methods.
- List tips for buying poultry.
- Describe the principles and methods for cooking poultry.
- Prepare poultry by moist and dry cooking methods.
- Identify nutrients in meat and poultry.

Core Activities: Students will complete/participate in the following:

- Textbook research – selection and storage of meat
- Internet video – cooking meat methods
- Dry meat cooking lab
- Dry meat cooking lab evaluation
- Textbook research – buying and storing poultry
- Poultry cooking lab
- Poultry cooking evaluation
- Power point – nutrition of meat and poultry

Extensions:

- Problem solving situations
- Vocabulary activity
- Independent reading
- Research ultrasound technology

Remediation:

- Daily review of cooking methods
- Peer support
- Tutoring
- Review game

Instructional Methods:

- Questioning
- Small and large group discussion
- Direct instruction
- Cooperative group planning
- Kitchen food labs

Materials and Resources:

- Guide to Good Food textbook
- Computers
- Smart Board
- Projector
- Kitchen supplies
- Food supplies
- Power point files

Assessments:

- Observation
- Questioning
- Quiz
- Self-evaluation
- Writing assignment
- Product creation
- Test
- Lab evaluations

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Eggs and Dairy

Time frame: 3 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- List factors affecting the selection of eggs.
- Describe the principles and methods for cooking eggs.
- Identify the nutrients provided by eggs.
- Identify the nutrients in dairy foods.
- Describe the types of dairy foods available.
- Describe guidelines for preventing adverse reactions when cooking with dairy products.

Core Activities: Students will complete/participate in the following:

- Textbook research – selecting eggs
- Egg video/discussion
- Egg food lab
- Egg food lab evaluation
- Group presentation on egg function
- Power point – dairy products and nutrients
- Calcium comparison
- Dairy food lab
- Dairy food lab evaluation

Extensions:

- Vocabulary activity
- Plan menus that include a variety of dairy products

Remediation:

- Tutoring
- Peer support
- Review game

Instructional Methods:

- Group demonstrations
- Direct instruction
- Journal writing
- Games
- Technology assisted learning
- Reading for understanding
- Independent exercises

Materials and Resources:

- Kitchen supplies
- Food supplies
- Guide to Good Food textbook
- Internet
- Projector
- Power point files

Assessments:

- Food lab observations
- Questioning
- Writing assignment
- Demonstrations
- Quiz
- Self-evaluation
- Test
- Observation

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Cakes, Cookies, and Pies

Time frame: 2 – 3 weeks

State Standards: 11.1.12F, 11.2.12B, 11.2.12C, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Describe the functions of basic ingredients used in cakes
- Identify six types of cookies
- Explain principles of pastry preparation
- Prepare cakes, cookies, and pies

Core Activities: Students will complete/participate in the following:

- Power point – functions of ingredients
- Cookie types DVD
- Prepare cookies
- Demonstrate pastry preparation
- Prepare a pie
- Prepare a cake

Extensions:

- Reducing fat and calories activity
- Guest speaker – pastry chef
- Ingredient proportions activity

Remediation:

- Daily review of baking concepts
- Charting information
- Peer support
- Tutoring

Instructional Methods:

- Questioning
- Small and large group discussion
- Internet tutorial
- Kitchen food labs
- Demonstration
- Power point presentation

Materials and Resources:

- Guide to Good Food textbook
- Kitchen supplies
- Food supplies
- Smart Board
- Projector
- Power point file

Assessments:

- Observations
- Questioning
- Product creation
- Quiz
- Self-evaluation
- Food lab evaluation
- Test
- Observation

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Fruits and Vegetables

Time Frame: 2 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Describe how to properly select and store fruits
- Identify the principles and methods of cooking fruits.
- Prepare fruits, preserving their colors, textures, flavors, and nutrients.
- Explain how to properly select and store vegetables.
- Describe food science principles of cooking vegetables.
- Identify methods for cooking vegetables.
- Prepare vegetables, preserving their colors, textures, flavors, and nutrients.

Core Activities: Students will complete/participate in the following:

- Textbook research selection and storage of fruits
- Internet demonstration – cutting fruit
- Fruit food cooking lab
- Fruit food cooking lab evaluation
- Textbook research – cooking vegetables
- Vegetable food cooking lab
- Vegetable food cooking evaluation

Extensions:

- Samples of fruit
- Internet video
- Fruit/vegetable worksheet

Remediation:

- Peer support
- Tutoring
- Daily review of concepts

Instructional Methods:

- Direct instruction
- Internet tutorial
- Class work
- Kitchen food labs

- Power point presentation

Materials and Resources:

- Guide to Good Food textbook
- Kitchen supplies
- Food supplies

Assessments:

- Food lab observation
- Self-evaluation
- Class work
- Quiz
- Test
- Writing assignment

Curriculum Scope and Sequence

Planned Course: Basic Foods

Unit: Grains and Pasta

Time Frame: 2 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G

Essential content/objectives: At the end of the unit, students will be able to:

- List a variety of cereal products
- Describe how heat and liquids affect starches
- Prepare cooked breakfast cereals, rice, and pasta

Core Activities: Students will complete/participate in the following:

- Textbook research – Grain Structure and Grain Products
- Grain video/discussion
- Grain food lab
- Grain food lab evaluation
- Pasta food lab
- Pasta food lab evaluation
- Power Point – grain products and nutrients
- Cooking starches video/discussion

Extensions:

- Compare nutritive values of spaghetti and egg noodles
- Compare prices of plain rice, quick-cooking rice and various rice mixes

Remediation:

- Tutoring
- Peer support
- Review game

Instructional Methods:

- Group demonstrations
- Direct instruction
- Journal writing
- Games Technology assisted learning
- Reading for understanding
- Independent exercises

Materials and Resources:

- Kitchen supplies
- Food supplies
- Guide to Good Food textbook

- Internet
- Projector
- Power point files

Assessments:

- Food lab observations
- Questioning
- Writing assignment
- Demonstrations
- Quiz
- Self-evaluation
- Test
- Observation