

# **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:

|   |   |
|---|---|
| <b>GOAL:</b> District Goal # 1 (State Standard #1)<br>Integrate multiple roles and responsibilities in family, work, and community settings |   |
| <b>LEARNING OBJECTIVES</b>  | <b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>  |
| <i>Students will know how to:</i><br><br>1.2 Demonstrate transferable and employability skills in school, community and workplace settings  | <i>Students will be able to:</i><br><br>a. Identify commercial, institutional and business employment opportunities in the food service industry<br>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<br>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 <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> and <a href="http://www.peapod.com">www.peapod.com</a></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><b>GOAL:</b> District Goal # 6 (State Standard # 8)<br/>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><b>GOAL:</b> District Goal # 6 (State Standard # 8)<br/>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><br/>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"> <li>c. Prepare requisitions for food, equipment, and supplies to meet food lab requirements</li> <li>d. Apply principles of Measurement, Portion Control, Conversions and Menu Pricing to family style menu planning</li> </ul> <ul style="list-style-type: none"> <li>a. Demonstrate basic skills in safe handling of knives, tools and equipment</li> <li>b. Demonstrate basic skills for a variety of cooking methods such as roasting, broiling, grilling, sautéing, braising, pan frying, stewing, poaching, steaming and baking</li> <li>c. Utilize weights and measurement tools to demonstrate knowledge of proper scaling and measurement techniques</li> <li>d. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling and reheating for a variety of foods</li> <li>e. Prepare various meats and poultry using safe handling and preparation techniques</li> <li>f. Prepare stocks, soups, and sauces using safe handling and preparation techniques</li> <li>g. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and preparation techniques</li> <li>h. Prepare breads, baked goods and cakes using safe handling and preparation techniques</li> <li>i. Prepare breakfast meats, eggs, cereals, and batter products using safe handling and preparation techniques</li> <li>j. Demonstrate basic plating, garnishing, and food presentation techniques</li> <li>k. Examine the applicability of convenience food items</li> <li>l. Demonstrate cooking methods that increase nutritional value, lower calorie and fat content</li> <li>m. Utilize herbs and spices to enhance food flavors</li> </ul> |

## 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  |
| <i>Students will know how to:</i><br><br>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community | <i>Students will be able to:</i><br><br>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 |

## 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 <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> 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> |