

Family & Consumer Sciences

Grade 9 - WORLD OF FOOD Elective

A PLANNED COURSE OF STUDY

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I. Objectives

- A. The student will explore various foods, food preparation techniques, and cultural influences of food choices, across the globe.
- B. The student will examine various regions of the United States and their history, and cultural influences on food choices and preparation.
- C. The student will develop skills relating to meal planning and management for the independent teen.
- D. Career paths in Quantity Foods and Event Planning will be explored through hands-on practice in planning and preparing foods for small and large group events.
- E. The student will practice skills through food preparation that incorporate math, reading, science, following directions, and accuracy in performance. Procedures for safe food handling to avoid contamination and spoilage of food, will be demonstrated.
- F. The student will develop an awareness for effective use of resources by implementing skills with time management, organization, pre-planning, and meeting deadlines.

II. Content

A. Major Concepts

1. Foods From Around the World

11.3.9 B Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Climate, food availability, geographical factors, and religious beliefs influence food choices around the world.

These same variables influence food preparation methods and styles.

2. Regional Foods of the U.S.

11.3.9 A Explain how scientific and technological developments enhance our food supply

There are seven main regions of the United States. Geography, climate, and culture influence the food choices and methods of preparation for food in these regions.

3. Meal Management

11.3.9 D Analyze relationship between diet and disease and risk factors

Planning simple, nutritious meals involves time, money, and energy management, as well as examining factors that influence food prices, food choices and shopping.

Safety and sanitation practices are essential when handling food.

Interpreting recipes, using accurate measuring techniques and appropriate equipment, and adjusting recipe proportions are skills that produce successful end-results when preparing food.

4. Event Planning

11.2.9 A Solve dilemmas using a practical reasoning approach

Effective management of time and personal energy will lend to more success in achieving goals in both work and personal endeavors.

Identifying crucial factors such as available resources, coordination of resources, working within a budget, and meeting deadlines as essential components for successful event planning.

B. Course Schedule

1. This course will meet two times per week for the entire school years.
2. The length of the class period will be approximately forty five minutes.

C. Methods

1. The students work individually, in small groups, or as a class to gather information, formulate ideas, make predictions, implement skills, apply knowledge and evaluate outcomes.
2. Teacher demonstration and active participation with students occurs during laboratory exercises, which may be done individually or in small groups.
3. Hands-on activities are used for students to develop and to demonstrate specific skills, to experience realistic simulations, and to apply learned knowledge.
4. The instruction of each lesson is individualized when necessary to address the

specific needs of the students. Teacher interaction with each student, re-teaching, and enrichment all occur.

5. Students record presented information through use of study guides, comparison charts, and written projects.
6. The teacher uses selected resources to enhance major concepts. Resources include selections from periodicals, textbooks, computer technology in various forms, multi-media, and guest speakers.
7. Several activities and projects are created to reinforce and to apply knowledge of key information and to demonstrate mastery of specific skills.
8. The teacher modifies activities for special needs students. This is achieved by altering activities selected, adjusting time requirements to complete the activity, establishing a cooperative buddy system with other classmates, collaborating with learning support teachers, using parental contact, extending deadlines, and utilizing support through clinic assignments.
9. Upon completion of a lesson, the student evaluates, with teacher assistance, how well objectives were met and where re-teaching or enhancement needs to occur.

D. Resources

1. Texts and References

Bence, Largen. Guide to Good Food. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2008

Draz, John and Koetke Christopher. The Culinary Professional. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2010

Kowtaluk, Helen. Discovering Food and Nutrition. 7th Edition. New York, New York: Macmillan/McGraw-Hill, 2005

Kelly-Plate, Joan and Eubanks, Eddy. Today's Teen. Peoria, Illinois: Glencoe/McGraw Hill, 2000

2. Miscellaneous Resources

Culturegrams Web Searches

Lukins, Sheila. All Around the World Cookbook. New York, New York: Workman Publishing, 1994

Lukins, Sheila. U. S. A. Cookbook. New York, New York: Workman Publishing, 1997

Randall, Joe and Tipton-Martin, Toni. A Taste of Heritage. New York, New York: MacMillan, 1998

Discovering Food and Nutrition Teacher's Classroom Resources box

Today's Teen Teacher's Classroom Resources box

Various community businesses as well as parents used as guest speakers.

3. Websites

www.eatethnic.com

www.foodtimeline.org

www.cooksrecipes.com

www.recipegoldmine.com

www.funtrivia.com

4. Periodicals

Scholastic "Choices", The Magazine for Personal Development and Practical Living Skills Incorporating Co-ed. Scholastic, Inc. New York, N.Y.

V. Expected Levels of Achievement

- A. The student will explore the various components that influence food customs around the world.
 - 1. The student will describe how geography, climate, and culture affect food preparation and food choices in each of the continents of the world.
 - 2. The student will name foods that are native to each continent and some of the individual countries within.
 - 3. The student will use authentic recipes to prepare food that are native to each of these countries.
- B. The student will explore the various components that influence food customs of the United States.
 - 1. The student will identify the seven main regions of the United States.
 - 2. The student will explore how cultures, in addition to geography and climate, have influenced food customs in the various regions of our country.
 - 3. The student will prepare foods that are representative of the United States.

- C. The student will study meal planning and management in order to independently prepare meals for their family.
 - 1. The student will identify the components such as nutrition, budgeting, safety, sanitation and consumer strategies that are essential in effective meal planning.
 - 2. The student will explore techniques for managing time, personal energy, and money when planning meals.
 - 3. The student will practice actual meal planning both in the school food lab setting and at home.

- D. The student will examine how meal planning for personal use can be expanded to food preparation in larger quantities.
 - 1. The student will incorporate the same meal planning techniques on a larger scale for catering and "event" planning.
 - 2. The student will apply mathematical calculations for recipe adjustments.
 - 2. The student will implement coordination of meal planning techniques with food preparation for an actual "event".

Grading:

- A = Students completing all assignments, thoroughly, and according to corresponding rubric; assignments handed in on time.
Students present and actively participating 90% of the time.
Students consistently prepared for class with folder, homework book and writing tool, 90% of the time.
Students demonstrating leadership skills, initiative and positive aspects of teamwork during the lab setting.
Students demonstrating appropriate and positive behavior at least 90% of the time.
Students following school rules 90% of the time.

- B = Students completing most assignments; assignments completed with a component missing; assignments handed in, in a timely manner.
Students present and actively participating 80% of the time.
Students prepared for class 80% of the time.
Students actively participating during lab setting; demonstrating some leadership skills; some initiative and being an active team player.
Students demonstrating appropriate and positive behavior at least 80% of the time.

- C = Students completing some assignments; assignments completed with components missing; assignments not always turned in, in a timely manner.

Students present and actively participating 70% of the time.
Students prepared for class 70% of the time.
Students participating during lab setting but not demonstrating leadership skills; initiative or being an active team player.
Students demonstrating appropriate and positive behavior at least 70% of the time.

D = Students completing assignments sporadically; assignments incomplete with components missing; assignments not handed in, in a timely manner.
Students present and actively participating 60% of the time.
Students prepared for class 60% of the time.
Students not actively participating during lab setting; not demonstrating leadership skills; little to no initiative; not doing their "fair share" as a team player.
Students demonstrating appropriate and positive behavior at least 60% of the time.

E = Students missing most assignments.
Students not actively participating in class activities and labs.
Students consistently unprepared for class
Students consistently absent and not making up work
Students demonstrating frequent inappropriate behavior

VI. Procedures for Evaluation

- A. Student demonstration of specific tasks and skills
- B. Oral and written classroom assignments
- C. Student-generated projects both individual and small group
- D. Out-of-class assignments and projects
- E. Timely and complete projects
- F. Students' self-assessment through use of checklist or Rubric
- G. Teacher assessment of inquiry skills used in laboratory exercises
- H. Daily Pre-Class Warm Up & Closure activities....checking for understanding
- I. "What I Learned from Today's Lesson" Paragraphs; "How Can I Use What I Learned" Paragraphs

