

Family and Consumer Science

Chef's Workshop 0811

Planned Course of Study

Sept. 2016

Objectives:

Students will demonstrate a level of proficiency in each of the following areas of Family & Consumer Science.

- A. Nutrition
 - a. Nutrients and their functions
 - b. Importance of nutrients in their diet
- B. Food choices and Health
 - a. Making healthy food choices for health
- C. Food Science
 - a. Recognize physical and chemical changes in food preparation
- D. Safe Food Handling and Food Preservation
 - a. Identify causes and signs of food spoilage
 - b. Knowledge of proper food storage practices
 - c. Identify ways to prevent common kitchen accidents
- E. Food & Fitness
 - a. Make healthy food choices for fitness
 - b. Understand the benefits of exercise
- F. Measuring Skills, Equivalents and Yields

- a. Identify customary and metric units of measure
- b. Know how to use measuring equipment properly

G. Food Preparation

- a. Understand cooking terms and methods

H. Kitchen Equipment

- a. Identify kitchen equipment and their uses

I. Food Customs

- a. Recognize why staple foods differ around the world
- b. Identify cultural and geographical influences on the foods prepared around the world

J. Food Etiquette

- a. Understand the importance of knowing simple table etiquette

K. Meal Planning

- a. Make healthy choices for meal planning
- b. Recognize proper food portion size

Major Concepts:

Students will demonstrate the appropriate level of proficiency in each of the following areas of Family and Consumer Science

A. Nutrition

a. Nutrients and their Functions

Recognize the different nutrients in food and how they are used by the body

Recognize the importance of the intake of nutrients in daily diet

B. Food Choices and Health

a. Making healthy food choices for health

Recognizing healthy food choices over time leads to good health

C. Food Science

a. Recognize physical and chemical changes in food preparation

Apply the basics in the chemistry of food

D. Safe Food Handling and Preservation

a. Identify causes and signs of food spoilage

b. Knowledge of proper food storage practices

c. Identify ways to prevent common kitchen accidents

Apply through demonstration and practice safe handling of foods, use of label information such as expiration dates, proper and sensible use of equipment

E. Food & Fitness

a. Make healthy food choices for fitness

b. Understand the benefits of exercise

Recognize that healthy choices in food and exercise are important for good health

F. Measuring Skills, Equivalents and Yields

- a. Identify customary and metric units of measure
 - b. Know how to use measuring equipment properly

Apply through practice the proper use of equipment
- G. Food Preparation
 - a. Understand cooking terms and methods

Apply through demonstration, reading and following directions, and practice an understanding of cooking terms and methods
- H. Kitchen Equipment
 - a. Identify kitchen equipment and their uses

Apply through demonstration and practice the proper use of kitchen equipment
- I. Food Customs
 - a. Recognize why staple foods differ around the world
 - b. Identify cultural and geographical influences on the foods prepared around the world

Recognize differences in food customs influenced by agriculture, terrain, weather, religion and resources
- J. Food Etiquette
 - a. Understanding the importance of knowing simple table etiquette

Apply through practice the proper table etiquette
- K. Meal Planning
 - a. Make healthy choices for meal planning
 - b. Recognize proper food portion size

Apply through practice planning balanced meal, shopping choices and amounts according to portion size

Instruction

A. Course Schedule

During the school year the class meets twice each week for 47 minutes.

B. Methods

Students work in groups, maximum of 4 in a group.

The teacher demonstrates new skills to students.

The students practice skills that have been demonstrated in class.

Activities are divided among group members.

Problem solving activities are included in class instruction.

The teacher provides ability appropriate activities for all students.

Adaptations will be made to accommodate students with special needs.

Activities/Topics	Standard
Report Period 1	
1. Kitchen Organization	11.3.12 -F
2. Measuring Skills	11.3.12-F
3. Reading/Following Directions	11.3.12-F
4. Protein Foods	11.3.12-A, B, C, D, E, F, G
5. Food Science	11.3.12-A, F, G
6. Nutrition	11.3.12-B, C, E, F
Report Period 2	
1. Thanksgiving Dinner	11.3.12-F
2. Baking	11.3.12-D, E, F
3. Meal Planning & Budget	11.3.12-A, B, C, D, F, G
4. Soups and Stews	11.3.12-F
5. Grains	11.3.12-F
6. Etiquette	11.3.12-F
Report Period 3	
1. United States Regional Foods Unit	11.3.12-F
2. Regional Foods Research	11.3.12-F
3. Regional Foods Presentations	11.3.12-F
Report Period 4	
1. Regional Foods Labs/Prep.	11.3.12-F
2. Fruits & Vegetables	11.3.12-A, E, F, G

3. Dairy Foods

11.3.12-A, E, F, G

Academic Standards for Family and Consumer Sciences

11.3.12 Grade 12

- A. Analyze how food engineering and technology trends will influence the food supply.
- B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
- C. Evaluate sources of food and nutrition information.
- D. Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
- E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
- F. Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
- G. Analyze the relevance of scientific principles to food processing, preparation and packaging.

Resources

The resources are various and include equipment, ingredients, cultural practices observed and demonstrations.

Assessment

Students will be evaluated by observation of in class activities.

Students will be evaluated by completed assignments.

All students are expected to demonstrate an understanding of concepts and skills according to the standards.

- A. Procedures for Assessment: Preparedness, participation and completion of assignments.**
- B. Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:**
 - A.....90-100%**
 - B.....80-89%**
 - C.....70-70%**
 - D.....60-69%**