

EAST HADDAM PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE
CURRICULUM

Grades 6-12

Approved by the
East Haddam Board of Education

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Committee Members

Joyce Finlayson, Co-chair

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Family and Consumer Science Philosophy

The Family and Consumer Science Departments in the East Haddam school system are designed to help students prepare for the challenges they will face as individuals, consumers, and family members in their changing world. This curriculum offers opportunities to integrate academic skills with problem solving strategies. It combines academic learning and hands-on application as part of the learning process. Participation in these courses will help to enable students to develop effective communication skills, demonstrate decision-making processes individually and as part of a group, and to recognize employment opportunities. The Family and Consumer Science courses will help to prepare students to face the challenges as they make the transition from students to young adults.

Program Goals

Upon completion of the Family and Consumer Science Program, students will:

- Use critical and creative thinking skills to address problems in diverse family and community environments;
- Build positive interpersonal and family relationships;
- Understand and prepare for parenting and child-care responsibilities;
- Identify optimal nutritional and wellness strategies required throughout lifespan;
- Be aware of career opportunities in the area of Family and Consumer Science; and
- Understand the use and application of informational based technology such as a computer to collect, interpret, and evaluate current events related to the specific area of Family and Consumer Science.

Course Description

Child Development

(One Semester— 0.5 Credits)

Child Development provides the knowledge for students to make more informed decisions about parenthood. This course exposes students to the skills that they need to effectively interact and guide children. It offers an opportunity to investigate careers that involve working with children. The curriculum stresses how to care for children from infancy to the age of five. Roles and responsibilities of parenting are examined, including pregnancy, prenatal care, and childbirth. The impact of the family as a system on individuals and society is discussed, as well.

Content Area: Early Childhood Education and Services

Performance Standard

Educational experiences in grades 9-12 will assure that students:

1. Evaluate the impact of family as a system on individuals and society.

Learner Outcomes

The students will:

- Explain the relationship of effective parenting on moral and social development of children.
- Explain how parenting practices encourage positive and negative social and moral development in children and society.

Classroom Illustrations

- In journals, create a list of five values that one would want to teach their children, explaining why these values are important and how they can be taught to children.
- Analyze five examples of good and bad parenting practices that are portrayed on television.
- Role-play acceptable and non-acceptable parental responses to different family situations.
- Brainstorm a list of family crisis' that might occur in one's family, describing what impact they could have on their families and communities.
- In journals identify the consequences to communities and society of child abuse and neglect, and other crises situations.
- Complete eight reaction essays on selected family issues throughout the semester. Compare classmates' responses and discuss reasons as to why one might have a different point of view on these family issues.
- Write an essay describing some of East Haddam's responsibilities if "It takes a village to raise a child."

Evaluation

- Oral questioning
- Maintain a log of both good and bad parenting practices. Students should include suggestions to improve poor parenting practices.
- Journal article entries/reflections
- Role-playing
- Oral presentation of Crisis Worksheet. Students will be expected to explain how family crisis impact on one's family and society.
- Reaction essays will be graded and become part of students' classroom portfolio.
- Essay

Content Area: Early Childhood Education and Services (Cont'd)

2. Understand roles and responsibilities of parenting.

Learner Outcomes

The students will:

- Understand basic responsibilities of parents for protecting children's health and safety.
- Discuss and give examples of how parental behavior affects child behavior.
- List advantages and disadvantages of different parenting styles.

Classroom Illustrations

- View video on parental expectations and responsibilities. In journals explain the basic responsibilities that parents have for protecting children's health and safety.
- Role-play seven family situations using three different parenting styles.
- Create a poster of one's role model (teacher, parent, or community member) and explain their impact on one's life.
- Create a "Self Help" parenting manual explaining the roles and responsibilities of parenting and how a parent can help to meet a child's needs. Address at least one societal condition that might impact the parenting process across one's life span.
- Using the Internet research and present one childhood illness from a list of approved childhood illnesses. Share information with classmates.

Evaluation

- Journal articles
- Role-playing and discussions
- Visual presentation of role-model
- Peer evaluation of Self Help Manual using rubric
- Childhood Illness oral presentation graded based on rubric in workbook
- Quiz on parental responsibilities and childhood illness presentations

3. Become aware of physical and emotional factors related to beginning the parenting process.

Learners Outcomes

The students will:

- Identify basic financial responsibilities of providing for a child.
- Identify basic emotional demands of parenting a young child.
- Identify physical demands of parenting a young child.
- Describe the impact of prenatal care on the health of the mother and infant.
- Describe how pregnancy and birth affects a woman's body.
- Discuss financial, emotional, and physical demands of raising children.

Content Area: Early Childhood Education and Services (Cont'd)

Classroom Illustrations

- Watch “Children Raising Children.” Role-play various situations in which people express their feelings about having a new child.
- Brainstorm a list of questions that a couple considering children might ask themselves when considering parenthood.
- Interview a parent on the financial effects and changes that occurred in their lives when they had children. Ask the parents to give examples of positive stress reducers that they have found to be effective when dealing with children.
- Write an editorial—“Having children should be a conscious decision.”
- Watch prenatal and pregnancy tapes recording development during the three trimesters of pregnancy in workbook.
- Create a pamphlet using Internet sources that displays nutritional requirements for baby and mother during pregnancy.
- Discuss alternatives to biological parenthood.

Evaluation

- Role-playing
 - Oral questioning
 - Interviews with parents
 - Written editorials
 - Workbook recording
 - Presentation of informational pamphlet on Prenatal Care
 - Class discussion
4. Recognize principles of human development by examining physical, emotional, social, and intellectual development.

Learners Outcomes

The students will:

- Explain the interrelationship of social, emotional, physical, and intellectual development.
- Identify motor development sequence.
- Give examples of gross and fine motor development for each developmental age.
- Select age appropriate play equipment for each developmental age.

Content Area: Early Childhood Education and Services (Cont'd)

Classroom Illustrations

- Research a 20th century theorist. Based on their ideas describe how a child develops socially, emotionally, physically, and intellectually. Orally report their findings.
- Collect data about different theorist to find out differences and similarities in their beliefs about the developing child.
- Record and identify characteristic of normal social, emotional, physical, and intellectual development of a child from ages 0-5 after watching videos.
- At the end of semester, groups of students will create a “Stage and Development Poster” depicting one developmental age and share the visual with their classmates. Posters must have pictures of items for promoting physical development at appropriate ages and a list of characteristics of normal social, emotional, physical, and intellectual development.

Evaluation

- Oral presentation of 20th century theorist
- Visual presentation of developmental poster
- Developmental logs

5. Demonstrate a safe and healthy environment for children.

Learners Outcomes

The students will:

- Identify basic responsibilities of caregivers for protecting children’s health and safety.
- Demonstrate basic first aid procedures.
- Explain the importance of immunizations.
- Develop appropriate menus for meals and snacks.

Classroom Illustrations

- View “Dr. Heimlich Home First Aid”.
- Simulate various scenarios for protecting child’s health and safety.
- Rank the order of the factors considered when selecting a doctor for one’s child. Explain which factors are most important and which are least important.
- Create an ad for *Parenting Magazine* depicting safety features and use of a piece of childhood equipment.
- Research symptoms, treatments, causes, and life style changes within a family resulting from a childhood illness. Share findings with class.
- Create a collaborative children’s cookbook explaining what nutrients are found in their recipes. Make samples for classmates.

Content Area: Early Childhood Education and Services (Cont'd)

Evaluation

- Role playing
- Visual presentation
- Oral presentation
- Nutritive analysis of recipe

6. Recognize career paths within early childhood education and services.

Learners Outcomes

The students will:

- Identify careers that relate to children and the educational requirements to achieve them.
- Evaluate the personal characteristic of a professional caregiver or early childhood teacher.
- Identify sources to find jobs that involve working with children in one's community.

Classroom Illustrations

- Brainstorm entry level, specialized training, and college degreed careers dealing with children.
- Write a paragraph comparing the kind of information you can learn about a job from sources of published information to what you can learn from interviewing someone who has the job.
- Write a list of factors you can use to analyze careers ranking them in order of most important to least important.
- Use the Internet to research one profession that deals with children, listing personal characteristics required, legal and ethical responsibilities of the job, and required training and education. Present information to class discussing rewards and drawbacks of the job.

Evaluation

- Oral questioning
- Personal inventory checklist
- Class participation
- Written paragraph
- Summary of Internet Investigation/Oral Presentation
- Community research summaries

Resources: Family and Consumer Science

Child Development

Videos: Classroom

Child Birth - Educational Video Network
Child Development Birth to one year - Meridian Education Corporation
Child Development 1-3 - Meridian Education Corporation
Child Development 3-5 - Meridian Education Corporation
Child Development 5-8 - Meridian Education Corporation
Dealing with Common Childhood Illnesses - NIMCO
Dr. Heimlich Home First Aid
Kids Having Kids - Cambridge Educational
Kids Raising Kids - Cambridge Educational
Take Time To Be a Family - BOYS TOWN
The Miracle of Life - NOVA
10 Ways to be a Better Parent - Cambridge Career Products

Teacher Resources:

Westlake and Westlake. Child Development and Parenting. EMC Publishing, 1990. (Teacher's Edition)

*Brisbane, Holly. The Developing Child. EMC Publishing, 2002. (Teacher's Edition)

Texts:

Westlake and Westlake. Child Development and Parenting. EMC Publishing, 1990.

Teacher made workbook for students containing assessments and rubrics for all demonstrations, projects, journal articles, reflections, manuals, essays, interviews, and chapter questions.

Newspaper/magazines/"Parenting Magazine" Internet.

Course Description

Introduction to Food Preparation

Grade Six

(Thirty-Day Rotation)

This introductory course gives students a background in kitchen safety, sanitation, kitchen equipment, and tools. Students will also learn how to read and interpret recipes. The importance of establishing healthy eating habits is reinforced by the study of the Food Guide Pyramid. Students will prepare many different nutritionally balanced snacks and a variety of breakfast foods.

Content Area: Nutrition, Food Production, and Services

Performance Standard

Educational experiences in grade 6 will assure that students:

1. Demonstrate food preparation for all menu categories to produce a variety of food products.

Learner Outcomes

The students will:

- Demonstrate understanding of preparation of breakfast food items.
- Read and interpret recipes, including conversion methods.

Classroom Illustrations

- Practice safety skills while using the electric skillet.
- Watch video on breakfast.
- Examine series of twenty-five different cereal box labels for nutrition information.
- Identify the parts of a recipe.
- Prepare breakfast foods including pancakes, French toast, and granola.

Evaluation

- Oral questioning of “Breakfast Basic” video.
- Worksheet for review of cereal box nutrition label.
- Test to identify how to choose a healthy cereal.
- Worksheets relating to the language of a recipe: List of ingredients, exact amounts, pre-preparation steps, directions, size and preparation of pan, and yield.
- Food lab checklists for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.
- Write a short essay on safety practices.

2. Evaluate factors that affect food safety, from production through consumption.

Learner Outcomes

The students will:

- Identify and apply principles of sanitation.
- Demonstrate correct methods for cleaning and sanitizing.
- Describe/demonstrate use of food preparation safety rules.
- Explain causes of accidents and injuries.

Content Area: Nutrition, Food Production and Services (Cont'd)

Classroom Illustrations

- Identify health and safety measures to follow when handling food.
- Demonstrate correct dish washing and hand washing procedures.
- Review hazards in the kitchen.
- Practice proper use of stove, microwave oven, and small appliances.
- Watch video on safety.

Evaluation

- Observe student practices.
- Quiz on safety in the kitchen.
- Rating sheets on students safety procedures during labs.
- Skill competency checklist applying sanitary kitchen procedures.
- Create a poster to show hazards in the kitchen.

3. Demonstrate planning menu items based on standardized recipes to meet customer or specialized dietary needs.

Learner Outcomes

The students will:

- Explain the relationship of nutritional factors to food choices.
- Describe the Food guide Pyramid in relationship to menu planning.
- Discuss and provide for varied nutritional needs.

Classroom Illustrations

- Construct a poster of the Food Guide Pyramid using food pictures.
- Watch a video on the Food Guide Pyramid.
- Prepare nutritionally balanced snacks.

Evaluation

- Complete a Food Guide Pyramid chart and make a log of personal daily eating habits and those of the family.
- Completed worksheet after viewing movie.
- Test
- Student oral presentation of poster.
- Food Lab Checklist for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.

Content Area: Nutrition, Food Production and Services (Cont'd)

4. Analyze career paths within the nutrition, food production, and food services industries.

Learner Outcomes

The students will:

- Describe job seeking/keeping skills.

Classroom Illustrations

- Identify the importance of cooperation when working as a member of a kitchen team.
- Practice rotating jobs for cooking labs to get a full range of experiences.
- Demonstrate appropriate interpersonal skills during food labs.

Evaluation

- Laboratory checklists.
- Oral presentation of varied food service careers researched in the media.
- Essay about observed skills learned in cooperation within student's group.

5. Demonstrate selecting, using, and maintaining food production equipment.

Learner Outcomes

The students will:

- Describe/demonstrate safe use of food preparation tools and equipment.
- Maintain safe surroundings.

Classroom Illustrations

- Demonstrate safe care of kitchen tools.
- Practice appropriate use of food related equipment.
- Illustrate safe kitchen practices while working.

Evaluation

- Safety word-search puzzle.
- Quiz on small tools and their use.
- Student oral presentation and demonstration of kitchen equipment.

Resources: Family and Consumer Science

6th grade

Classroom Videos:

The Best Breakfast Video, Learning Seed, 1995.

Eating for Life: The Nutrition Pyramid, Learning Seed, 1996.

Common Sense Kitchen Safety, Learning Zone, 1998.

Teacher Resources:

Byrd-Bredbenner, Ph .D. Adventures in Foods and Nutrition. The Goodheart-Wilcox Co., Inc. 1997.

Olsen, Larry. Being Healthy. HBC: New York, 1998.

Warren, D. The World of Foods. Prentice Hall, 1998.

Cookbooks:

Ellison, Shelia. 365 Foods Kids Love to Eat, 2nd edition. Sourcebooks, Inc: Naperville, Illinois. 1995.

Betty Crocker's Kids Cook! Hungry Minds, Inc., New York, 1999.

Better Homes and Gardens, Silly Snacks, Better Homes and Garden Books, Des Moines, Iowa, 1998.

Betty Crocker Cookbook, Webster, McGraw-Hill, Mn.

Newspaper/Magazines:

Hartford Courant, "Flavor" Section, Sunday Editions.

Zillions Consumer Reports for Kids Magazine, 1999-2001.

Course Description

Foods

Grade Seven

(Thirty-Day Rotation)

This course reviews kitchen safety, measuring equipment, and recipe reading and conversion. Students will apply and understand basic food preparation terminology and label reading. They will examine the effects of eating disorders and obesity on today's teens. The students will have an opportunity to apply the principals of baking and serve a variety of fruit and vegetable dishes.

Content Area: Nutrition, Food Production, and Services

Performance Standard

Educational experiences in grades 7 will assure that students:

1. Demonstrate food preparation for all menu categories to produce a variety of food products.

Learner Outcomes

The students will:

- Read and interpret recipes, including conversion methods.
- Demonstrate an understanding of the principles of presentation for plated foods.
- Apply principles of baking.

Classroom Illustrations

- Examine charts to illustrate fractions and proportions in accurate measuring.
- Practice using measuring equipment and tools.
- Watch video on table setting and table manners.
- Practice table setting and table manners for casual to formal occasions.
- Demonstrate and prepare several recipes featuring baked products.

Evaluation

- Visual presentation of table settings for different occasions.
- Recipe quiz on doubling and halving a recipe yield.
- Use of abbreviations and equivalent flashcards.
- Baked products scorecards.
- Food lab checklists for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.
- Oral presentation of table manners.

2. Evaluate factors that affect food safety, from production through consumption.

Learner Outcomes

The students will:

- Identify and apply principles of sanitation.
- Demonstrate correct methods for cleaning and sanitizing.
- Describe/demonstrate/use food preparation safety rules.
- Explain causes of accidents and injuries.

Content Area: Nutrition, Food Production and Services (Cont'd)

Classroom Illustrations

- Identify common accidents in the kitchen.
- Watch video on kitchen safety for review of hazards.
- Identify bacteria related to unsanitary food handling practices.
- Demonstrate health and safety measures to follow when handling equipment.
- Identify parts and use of fire extinguisher and fire blanket.
- Practice healthy personal hygiene measures when handling food.

Evaluation

- Student reports/poster on current media illustrating results of unsanitary food practices.
- Quiz on kitchen safety and safe use of equipment.
- Observe student practices.
- Checklist on safety and sanitary conditions during labs.
- Role-play accident situations and appropriate responses.

3. Demonstrate planning menu items based on standardized recipes to meet customer or specialized dietary needs.

Learner Outcomes

The students will:

- Explain the relationship of nutritional factors to food choices.
- Describe the Food Guide Pyramid in relationship to menu planning.

Classroom Illustrations

- Identify major food groups and number of serving recommended a day.
- Watch a video reinforcing five fruits and vegetables a day.
- Prepare recipes using fruits and vegetables.

Evaluation

- Using the Food Guide Pyramid, establish a personal daily food journal.
- Oral presentation on the groups and servings of the Food Guide Pyramid.
- Video quiz, and Fruit and Vegetable Maze.
- Food lab checklist for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.

Content Area: Nutrition, Food Production and Services (Cont'd)

4. Analyze career paths within the nutrition, food production, and food services industries.

Learner Outcomes

The students will:

- Develop awareness of various types of eating disorders and obesity and their effect on our society.

Classroom Illustrations

- Evaluate diet modifications to control disease and gain optimum health.
- Discuss anorexia nervosa, bulimia, and other eating disorders.
- Examine recent reports of obesity in children.

Evaluation

- Worksheet on fad diets.
- Oral presentation on media information on obesity.
- Fast-food evaluations with nutrition poster.

5. Demonstrate selecting, using, and maintaining food production equipment.

Learner Outcomes

The students will:

- Describe/demonstrate safe use of food preparation tools and equipment.
- List appropriate methods of insect control and rodent extermination.

Classroom Illustrations

- Demonstrate safe use of small electrical appliances.
- Explain why pests are dangerous to our food supply.
- Identify three methods of eliminating pests.

Evaluation

- Essay on how to eliminate common kitchen pests.
- Observe good housekeeping practices so pests aren't attracted to the kitchen.
- Scavenger hunt for equipment and students demonstrate safe use of each.
- Oral questioning on selecting typical kitchen equipment.

Resources: Family and Consumer Science

7th grade

Classroom Videos:

Food Safety, Learning Seed, 1995.

Table Manners & Table Setting

Kitchen Safety & The Microwave Oven, Learning Seed, 1999.

Kitchen Math: Measuring, Learning Zone, 2000.

Teacher Resources:

Byrd-Bredbenner, Ph .D. Adventures in Foods and Nutrition. The Goodheart-Wilcox Co., Inc. 1997.

Olsen, Larry. Being Healthy. HBC: New York, 1998.

Warren, D. The World of Foods. Prentice Hall, 1998.

Cookbooks:

Better Homes and Gardens, Junior Cookbook, Better Homes and Gardens Books, Des Moines, Iowa. 1997.

Cook, Deanna. The Kid's Multicultural Cookbook. Williamson Publishing Co., 1995.

D'Amico, Joan. United States Cookbook. John Wiley & Son, Inc. NY, 2000.

Solomon, Jay. The Global Vegetarian. Contemporary Books, 1995.

Newspaper/Magazines:

Hartford Courant, "Flavor" Section, Sunday Editions.

Zillions Consumer Reports for Kids Magazine, 1999-2001.

Course Description

Nutrition

Grade Eight
(Thirty-Day Rotation)

This course reinforces skills learned previously. It identifies the relationship of nutritional factors to food choices and menu planning. While recognizing six basic nutrients and dietary applications of the food pyramid, students will prepare nutritious recipes using a variety of food products.

This course will investigate sources of food contamination and basic symptoms associated with food borne illnesses. The students will also identify careers in nutrition, food service, and sanitation.

Content Area: Nutrition, Food Production, and Services

Performance Standard

Educational experiences in grades 8 will assure that students:

1. Demonstrate food preparation for all menu categories to produce a variety of food products.

Learner Outcomes

The students will:

- Read and interpret recipes, including conversion methods and costing.
- Comprehend and apply basic food preparation terminology.
- Identify types of and describe uses and methods of preparation for fruits and vegetables.
- Apply principles of baking.

Classroom Illustrations

- Estimate servings and sizes.
- Practice appropriate methods in the use and care of food related equipment.
- Demonstrate basic food preparation skills while preparing baked products and fruit and vegetables recipes.
- Watch video on fruits and vegetables.

Evaluation

- Product assessment.
- Oral questioning on cooking terms.
- Quiz on cooking terms and equipment.
- Maze-worksheet on identifying fruits and vegetables from the “Five Alive” video.
- Food lab checklists for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.

2. Evaluate factors that affect food safety, from production through consumption.

Learner Outcomes

The students will:

- Identify and apply principles of sanitation.
- Demonstrate correct methods for cleaning and sanitizing.
- Identify signs of food spoilage.
- Describe emergency treatments for kitchen/dining room injuries.
- Use sanitary guidelines related to time, temperature, date markings, cross contamination, hand-washing, and personal hygiene as criteria for safe food.

Content Area: Nutrition, Food Production and Services (Cont'd)

Classroom Illustrations

- Practice safe use of tools and equipment.
- Stage examples of an unsafe kitchen.
- Identify symptoms associated with food poisoning.
- Investigate sources of food contamination.
- Recognize unsanitary food handling practices related to salmonella and E. coli bacteria.
- Watch video on food-borne illnesses.

Evaluation

- Observe student practices and use laboratory checklists.
- Student self-assessment on safety performance during labs.
- Quiz on first-aid for kitchen emergencies.
- Oral presentation on preventing food-borne illnesses.

3. Demonstrate planning menu items based on standardized recipes to meet customer or specialized dietary needs.

Learner Outcomes

The students will:

- Explain the relationship of nutritional factors to food choices.
- Discuss and provide for varied nutritional needs.

Classroom Illustrations

- Name the six basic nutrients.
- Modify recipes to reflect a healthier product.
- Prepare nutritious recipes using vegetables and meats.

Evaluation

- Document how meals fit into the Food Guide Pyramid.
- Make a chart to analyze specific foods for their fat, sugar, and salt content by reading labels for visual presentation.
- Food lab checklists for evaluation of student performance of: safety, sanitation, jobs, recipe preparation, cleanup and participation/cooperation.

Content Area: Nutrition, Food Production and Services (Cont'd)

4. Analyze career paths within the nutrition, food production, and food services industries.

Learner Outcomes

The students will:

- Develop awareness of career opportunities related to food services and production.

Classroom Illustrations

- Identify entrepreneurial and entry-level possibilities in food related businesses.

Evaluation

- Oral questioning.
- Complete a chart identifying various careers related to nutrition and sanitation.
- Use the Internet to research career choices and educational requirements for entry-level career choices. Present findings.
- Oral presentation of career choices within the Food Services Industries.

5. Demonstrate selecting, using, and maintaining food production equipment.

Learner Outcomes

The students will:

- Describe/demonstrate safe use of food preparation tools and equipment.
- Maintain safe surroundings.

Classroom Illustrations

- Demonstrate safe use of the microwave oven.
- Practice appropriate use of cookware for microwave cooking.
- Identify kitchen hazards when using small electrical equipment.
- Video on understanding the use of the microwave oven.

Evaluation

- Teacher observation and oral questioning about safety.
- Checklist on safety and sanitation.
- Visual presentation on the workings of a microwave oven.

Resources: Family and Consumer Science

8th grade

Classroom Videos:

Kitchen & Food Safety: Food borne Illnesses, Cambridge Educational, 2001.

Basic Needs: How a Microwave Works, Learning Zone, 2000.

Life in the Fast Lane, Cambridge Educational, 2001.

Supermarket Persuasion: How Food is Merchandised, Learning Seed, 2000.

Five Alive, 5 Fruits and Vegetables a Day, Learning Seed, 2000.

Teacher Resources:

Byrd-Bredbenner, Ph.D. Adventures in Foods and Nutrition. The Goodheart-Wilcox Co., Inc., 1997.

Olsen, Larry. Being Healthy. HBC: New York, 1998.

Warren, Dean. Teen Health. Prentice Hall, 1998.

Cookbooks:

All Around The World Cookbook. Workman Publishing: NY, 1994.

Betty Crocker Cookbook. McGraw-Hill: Mn., 1997.

Look n' Cook Microwave. Attainment Company, Inc: Wisconsin, 1999.

Newspaper/Magazines:

Hartford Courant, "Flavor" Section, Sunday Editions.

Course Description

Culinary Arts I

(One semester .5 credit)

Culinary Arts I builds upon the middle-school program. This course reinforces students' background information on proper measuring techniques, menu planning strategies, sanitation, safety practices, and culinary terms. It allows students to investigate careers in food-related areas, and to practice consumer skills and meal management techniques. The importance of establishing healthy eating habits and an awareness of current topics in the area of foods and nutrition are explored. The students are given an opportunity to plan, prepare and serve a variety of food products.

Content Area: Nutrition, Food Production, and Services

Performance Standard

Culinary I

Educational experiences in grades 9-12 will assure that students:

1. Demonstrate food preparation for all menu categories to produce a variety of food products.

Learner Outcomes

The students will:

- Demonstrate an understanding of preparation of breakfast food items including eggs.
- Demonstrate an understanding of the principles of presentation for plated and buffet foods.
- Read and interpret recipes, including conversion methods and costing.
- Comprehend and apply basic food preparation terminology.
- Apply principles of baking.

Classroom Illustrations

- Create an informational brochure on eggs listing the functions, sizes, nutritional value, and standard product guidelines after watching an egg video.
- Design an experiment that illustrates one of the functions of eggs as an ingredient of a product.
- Prepare eggs in cooking groups following recipes.
- Practice setting a table for plated and buffet foods.
- Plan, prepare, and evaluate a quick casserole meal for a family of four. Analyze the nutritional value and cost per serving.
- Compare baking products that are made by classmates pointing out flaws and favorable characteristics.
- Read a recipe, assign members of the group various tasks, follow the recipe, and evaluate the product.

Evaluation

- Brochure is produced according to the rubric.
- Demonstration of correct measuring procedures.
- Self-Evaluation/ Peer-Evaluation/Teacher-Evaluation compared to “Standard Product.”
- Table-setting presentation.
- Group casserole demonstration.
- Students will demonstrate mastery by participating and contributing to a cooperative product.
- Oral questioning about process procedures.

Content Area: Nutrition, Food Production and Services (Cont'd)

2. Evaluate factors that affect food safety, from production through consumption.

Learner Outcomes

The students will:

- Demonstrate correct methods for cleaning and sanitizing.
- Describe/demonstrate/use food preparation safety rules.
- Describe/demonstrate fire safety rules and use of equipment.
- Evaluate methods of waste disposal and recycling.

Classroom Illustrations

- Practice personal hygiene and daily management skills that allow students the time to leave the kitchen clean and orderly within the required class time.
- Develop a slogan for one's group that relates to personal hygiene.
- Practice correct sanitation and safety procedures.
- Simulate fire emergency situations and discuss reasons for procedures chosen.
- Create a poster for the bulletin board on food-borne illnesses and methods of prevention.
- Practice proper recycling and waste disposal procedures.

Evaluation

- Units are graded for cleanliness by peers and teacher.
- Slogans are created for groups.
- Sanitation checklists.
- Posters.
- Simulations.
- Laboratory checklists/observations.

3. Demonstrate planning menu items based on standardized recipes to meet customer or specialized dietary needs.

Learner Outcomes

The students will:

- Describe characteristics/functions/food sources of nutrients.
- Describe the food guide pyramid in relationship to menu planning.
- Discuss and provide for varied nutritional needs.

Content Area: Nutrition, Food Production and Services (Cont'd)

Classroom Illustrations

- Create a nutrient poster listing three food sources and their role(s). Discuss the poster in class.
- Record one's food intake for a twenty-four hour period. Evaluate the diet according to the Food Guide Pyramid. Make necessary adjustments by adding or removing specific foods.
- Research nutritional requirements for a specific disease or lifestyle using the Internet. Create menu plans for each group.

Evaluation

- Poster/discussion.
- Food journal/log.
- Nutritionally balanced menus for varied groups.

4. Analyze career paths within the nutrition, food production, and food services industries.

Learner Outcomes

The students will:

- Identify careers that relate to nutrition and food science and the educational requirements to achieve them.
- Determine the role and functions of individuals engaged in food science, dietetics, nutrition, and food service.
- Demonstrate appropriate interpersonal skills during food labs.
- Develop awareness of career opportunities related to food services and production.
- Develop awareness of various types of eating disorders and obesity.

Classroom Illustrations

- Brainstorm a list of jobs/careers related to food.
- Investigate and report to the class the entry-level, specialized training and college degree, culinary jobs listing qualifications, responsibilities, and personal characteristics of an individual for a certain job/career.
- Research assigned eating disorders and obesity.
- Write an essay comparing the types of information you can learn about a job from sources of published information to what you can learn from interviewing someone who has the job.

Evaluation

- Cooperatively works within a group to create a successful product.
- Oral presentations of Internet research on jobs/careers.
- Food-related career worksheet.
- Eating disorder oral presentation.
- Essay.

Content Area: Nutrition, Food Production and Services (Cont'd)

5. Demonstrate selecting, using, and maintaining food production equipment.

Learner Outcomes

The students will:

- Describe/demonstrate safe use of food preparation tools and equipment.
- Maintain safe surroundings.

Classroom Illustrations

- Role-play a store clerk assisting a shopper in selecting a small piece of cooking equipment. Presentation must include features to look for, the range in price of the equipment, a demonstration of how the equipment works, and correct cleaning and maintenance of the equipment piece.
- Follow safety rules during cooking labs.

Evaluation

- Oral questioning.
- Visual presentations.
- Lab observations.
- Student demonstration of small kitchen equipment.

6. Evaluate the impact of science and technology on food composition, safety, and other issues.

Learner Outcomes

The students will:

- Critique the selection of foods to promote a healthy lifestyle.
- Demonstrate an understanding of the effects of irradiation and additives on the foods that we consume.

Classroom Illustrations

- Identify nutrients that are required for good health and their signs of deficiencies to one's body.
- Analyze a deficient diet according to the Food Guide Pyramid requirements and suggest possible effects to one's health.
- Prepare a written essay explaining one method of preserving food.
- Use the food guide pyramid to make healthful food choices.

Evaluation

- Oral questioning.
- Nutrient quiz.
- Diet critique.
- Essay.
- Healthy menus.

Content Area: Nutrition, Food Production and Services (Cont'd)

7. Understand the concept of internal and external customer service.

Learner Outcomes

The students will:

- Apply appropriate table setting for different uses and occasions.
- Demonstrate understanding of types of menus.

Classroom Illustrations

- Practice setting table during labs.
- Set a table attractively for final exam experience.
- Examine menus from restaurants within a fifteen-mile radius and discuss what types of services are found on standard menus.
- Review terms found on a standard menu.

Evaluation

- Oral presentation of menu selections.
- Restaurant menus will be placed on bulletin board under the corresponding service that it provides (Visual presentation).
- Quiz on common menu terms.
- Demonstrates correct table setting.

Resources: Family and Consumer Science

Culinary I

Classroom Videos:

The Food Guide Pyramid

The Incredible Classroom Eggsperience

Cooking Made Microwave Easy

Fad vs. Fit

Dr. Heimlich's Home First-Aid

A Taste of Health, Veston Video

Teacher Resources:

Bence, D. Guide to Good Foods, Goodheart Wilcox Company, 2002. (Resource Binder)

Ray, M. Exploring Professional Cooking. Glencoe-McGraw Hill, 1996. (Resource Binder)

Cookbooks/Texts:

Largen and Bence, Guide to Good Foods, Goodheart Wilcox Company, 2002.

Workbook: Guide to Good Foods, Goodheart Wilcox Company.

Teacher-made Cookbook

Course Description

Culinary Arts II

(One Semester— 0.5 Credits)

Culinary Arts II reinforces skills that are learned in Culinary Arts I. Students are introduced to many ethnic cooking experiences. Students examine food patterns, traditions, and dishes from ten different countries. This cultural approach allows students to appreciate the diversity of meal patterns and food habits that are enjoyed by different cultures. An opportunity to investigate careers related to foods and nutrition are part of the curriculum in this course. Current topics in the area of foods science are discussed.

Prerequisite: Student must have attained a minimum grade of C in the Culinary Arts I course.

Content Area: Nutrition, Food Production, and Services

Performance Standard

Culinary II

Educational experiences in grades 9-12 will assure that students:

1. Demonstrate food preparation for all menu categories to produce a variety of food products.

Learner Outcomes

The students will:

- Explain inspection/grading, handling and quality factors of meat and poultry.
- Indicate doneness and cooking methods for preparing meat and poultry.
- Read and interpret recipes, including conversion methods and costing.
- Comprehend and apply basic food preparation terminology.

Classroom Illustrations

- Create an information poster describing the inspection/grading, handling and quality factors, preparation techniques, and cooking methods for cuts of beef and poultry.
- Investigate meats and chicken cuts in one's freezer; discuss one way to prepare the protein item and the procedure to cook it properly for doneness.
- Create ethnic recipes using dry and moist methods of meat cookery.
- Design a travel brochure; include specific foods, eating customs, traditions, meal patterns, and regional foods of an assigned country; present information to class; discuss three ethnic recipes that will be made in class.
- Prepare a variety of soups, appetizers, and main dishes from different countries.

Evaluation

- Visual presentation of protein poster.
- Discussions.
- Visual presentations of meals.
- Taste tests.
- Cultural pamphlet is produced according to rubric.
- Oral presentation of travel brochure.

Content Area: Nutrition, Food Production and Services (Cont'd)

2. Evaluate factors that affect food safety from production through consumption.

Learner Outcomes

The students will:

- Identify and apply principles of sanitation.
- Use sanitary guidelines related to time, temperature, date markings, cross contamination, hand washing and personal hygiene as criteria for safe food preparation.

Classroom Illustrations

- Research sanitation guidelines using the Internet; share findings in class.
- Practice dating, labeling, and storing procedures.
- Demonstrate proper methods for elimination of cross contamination.
- Check expiration dates on fire equipment.

Evaluation

- Oral presentation.
- Stored foods are labeled properly.
- Use proper sanitation methods.

3. Demonstrate planning menu items based on standardized recipes to meet customer or specialized dietary needs.

Learners Outcomes

The students will:

- Evaluate diets in terms of RDA.
- Use herbs and spices to enhance recipes.
- Discuss and provide for varied nutritional needs.

Classroom Illustrations

- Create food log for three days: record everything that was digested; add specific foods to diary that would make meals adequate according to recommended allowances and analyze one's diet using the RDA guidelines.
- Record and critique the effects of herbs and spices that are used throughout the semester when preparing ethnic meals.
- Research changing nutritional needs over one's life span.

Evaluation

- Visual presentations of balanced diet plans.
- Regional herbs and spices are listed and critiqued on food logs.
- Oral presentation of nutritionally balanced menus for various ages and nutritional needs.

Content Area: Nutrition, Food Production and Services (Cont'd)

4. Analyze career paths within the nutrition, food production, and food services industries.

Learner Outcomes

The students will:

- Analyze personal interests, abilities, and readiness traits.
- Develop awareness of career opportunities related to food services and production.
- Analyze educational requirements for careers in foods and nutrition.
- Describe job seeking/keeping skills.

Classroom Illustrations

- Analyze personal interests, abilities, and readiness traits.
- Listen to guest speaker from the Culinary Institute.
- Ask one preplanned question relating to professional behavior, job seeking strategies, job requirements, or rewards of the job, including salary.
- Role-play with guest speaker a simulated job interview.
- Create a classified ad for one career related to the food production, food science, or food service industry within one's community. Have peers guess job title.

Evaluation

- Personal Inventory Checklist/reflection.
- Role-playing with Culinary Institute guest speaker.
- Career Self Analysis.
- Visual presentation of Classified ad.
- Oral questioning.

5. Demonstrate selecting, using, and maintaining food production equipment.

Learner Outcomes

The students will:

- Maintain safe surroundings.

Classroom Illustrations

- Respect group members and self while working safely in groups.
- Demonstrate safe use and proper maintenance of various lab equipment.
- Describe fire equipment in lab and explain proper use of the equipment.
- Maintain tools and equipment.
- Demonstrate procedures for proper storage of equipment.
- Identify hazards in lab.

Content Area: Nutrition, Food Production and Services (Cont'd)

Evaluation

- Oral questioning.
- Class and lab participation.
- Daily checklists of safety and sanitation procedures.
- Quiz.
- Teacher observations.

6. Evaluate the impact of science and technology on food composition, safety, and other issues.

Learner Outcomes

The students will:

- Describe the effect of specific ingredients on the outcome and nutritional value of a product.
- Examine the impact of science and technology to everyday living.

Classroom Illustrations

- Design an experiment that illustrates the functions of sugar, flour, shortening, or eggs on a product; describe its outcome on nutritional value and product outcome.
- Interview a person over fifty years of age: ask them to name three improvements that science and technology has made in their lifetime and prepare a list.
- Discuss changes with classmates and create a bulletin board on the impacts of science and technology on food consumption, safety, and culinary tools.

Evaluation

- Oral questioning.
- Lab experiment.
- Oral presentation after interview.
- Bulletin board contribution.

7. Demonstrate the concept of internal and external customer service

Learner Outcomes

The students will:

- Apply appropriate table settings for different uses and occasions.
- Contrast types of service.

Content Area: Nutrition, Food Production and Services (Cont'd)

Classroom Illustrations

- Create posters depicting different styles of serving foods placing plates and utensils in proper place.
- Set table during lab using different styles of presenting food throughout the semester.
- Compare different services used during ethnic experiences.

Evaluation

- Group visual presentation.
- Correct table setting/service.
- Worksheet identification.
- Oral questioning.

Student Resources: Culinary II

Library Videos:

Foods From Greece

World of Foods

Teacher Resources:

Bence, D. Guide to Good Foods. Goodheart Wilcox Company, 2002. (Resource Binder)

Ray, M. Exploring Professional Cooking. Glencoe-McGraw Hill, 1996. (Resource Binder)

Cookbooks/Texts:

*Largen and Bence. Guide to Good Foods. Goodheart Wilcox Company, 2002.

Workbook: Guide to Good Foods. Goodheart Wilcox Company.

Teacher-made Cookbook

**Requested for the 2002/2003 school year*

Resources: Family and Consumer Science

Skills Reinforced:

- Thinking and reasoning
- Problem solving
- Decision making regarding nutrition
- Classification skills
- Decision making regarding sanitation
- Care for the environment
- Communication
- Hypothesis testing
- Presentation skills
- Work ethic
- Team work
- Time management
- Interpersonal communication leadership
- Research skills
- Time management

Technology Used

Technology will be integrated into Family and Consumer Science as much as possible. Some examples of technology that are used in this department include:

- The creation of brochures/pamphlets.
- The use of the Internet to research careers, nutritional topics, and current issues in family life.
- The use of current culinary equipment including convection and microwave ovens.