

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Creative Foods

Course # 801

Grade(s) 9, 10, 11, 12

Department: Family & Consumer Science

Length of Period (mins.) 40

Total Clock Hours: 60

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering: required elective

Credit: 0.5

Adopted: _____

Developed by:

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Description of Course

Course Title:

Creative Foods - # 801

Description:

This course gives the students the opportunity to develop and enhance their basic cooking skills. Emphasis is placed on the fundamentals of preparing, cooking, and serving food with consideration for nutrition and cost, safety and hygiene, consumer skills, and using small kitchen equipment wisely, in order to prepare meals for today's families.

Goals:

- Work collaboratively in groups in the successful completion of class activities.
- Identify ways to promote wellness and to apply their knowledge of dietary goals and guidelines to their nutritional health.
- Effectively use small and large kitchen appliances in the preparation of recipes.
- Understand the financial and resource management of a kitchen.
- Participate in food preparation labs that demonstrate understanding of cooking terms and skills.
- Learn how to manage the family through food know-how, selection, and preparation.
- Understand how food relates to children and the elderly.

Requirements:

Students must participate in foods labs and activities related to these labs and complete required quizzes, worksheets, and tests.

Text:

Couch, Sue; Felstehausen, Ginny; Clark, Patricia, Creative Living Skills, McGraw Hill/Glencoe, 2006

Largen, Velda; Bence, Deborah, Guide to Good Food, Goodheart-Wilcox, 2004

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Kitchen Safety Procedures	1	Students will maintain a safe working environment.	R	<ul style="list-style-type: none"> Demonstrate kitchen safety procedures for grease, fire, burns, and electric 	<ul style="list-style-type: none"> Observe students safety in kitchens. 	11.3.12 F
Food Safety and Sanitation	2	Students will understand how to prevent food borne illnesses.	L	<ul style="list-style-type: none"> Learn proper food storage and cooking temperatures 	<ul style="list-style-type: none"> Graphic organizer 	11.3.12 B
	3	Students will understand the role of the government agencies.	U	<ul style="list-style-type: none"> Research how the USDA and the FDA relate to food safety 	<ul style="list-style-type: none"> Student reports 	11.1.12 D 11.3.12 B
Food Supplies	4	Understand the scope of world food supplies.	L	<ul style="list-style-type: none"> Learn science and technology advances in food production 	<ul style="list-style-type: none"> Quiz 	11.3.12 A
Dietary Guidelines	5	Students will understand the importance of proper eating.	L	<ul style="list-style-type: none"> Utilize the USDA food pyramid across the age span 	<ul style="list-style-type: none"> Worksheet 	11.3.12 E
	6	Students will understand food labels.	L	<ul style="list-style-type: none"> Compare foods according to their nutritive value 	<ul style="list-style-type: none"> Worksheet 	11.3.12 C
	7	Students will track their diet for a week.	L	<ul style="list-style-type: none"> Understand the importance of what each food does for the body 	<ul style="list-style-type: none"> Fruit and vegetable diary 	11.3.12 E
Setting up the food labs	8	Students will display food preparation skills.	R	<ul style="list-style-type: none"> Knowledge of cooking terms, measuring, kitchen equipment, and small utensils 	<ul style="list-style-type: none"> Testing 	11.3.12 G
	9	Students will learn how to design a kitchen.	L	<ul style="list-style-type: none"> Draw a good work triangle on graph paper then compare their home drawing to a good basic kitchen design Adapt kitchen plan for special needs person 	<ul style="list-style-type: none"> Report/rubric 	11.2.12 D
	10	Students will learn to work together as a family unit.	U	<ul style="list-style-type: none"> Understand the importance of teamwork within the family unit with the focus on the kitchen area 	<ul style="list-style-type: none"> Worksheet 	11.2.12 B 11.2.12 C 11.2.12 I
	11	Students will focus on the impact of technology in today's kitchens and families.	L	<ul style="list-style-type: none"> Compare a family and kitchen of today with one from 100 years ago 	<ul style="list-style-type: none"> Video 	11.2.12 E
	12	Students will look at the role of traditional family members in the kitchen.	A	<ul style="list-style-type: none"> Relate the roles of today's family members in the kitchen 	<ul style="list-style-type: none"> Worksheet 	11.2.12 G
Breads	13	Students will be able to identify quick and yeast breads.	U	<ul style="list-style-type: none"> Demonstrate differences in leavening agents and mixing procedures by preparing various products 	<ul style="list-style-type: none"> Lab rubric 	11.3.12 F
	14	Students will understand the importance of each ingredient.	L	<ul style="list-style-type: none"> Learn what each ingredient does for the recipe Learn the importance of adding whole grain to the diet Identify the importance of 	<ul style="list-style-type: none"> Test 	11.3.12 D 11.3.12 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
				carbohydrates and how they are utilized by the body		
Cookies and Cakes	15	Students will compare convenience food to scratch food.	U	<ul style="list-style-type: none"> Prepare food then compare taste, time management, and cost 	<ul style="list-style-type: none"> Worksheet 	11.1.12 F
	16	Students will learn how to decorate pastries.	U	<ul style="list-style-type: none"> Review career opportunities for pastry chef Execute a design and decorate a product 	<ul style="list-style-type: none"> Guest speaker and discussion Rubric 	11.2.12 G 11.3.12 F
	17	Students will learn the importance of these foods on the food pyramid.	L	<ul style="list-style-type: none"> Compare the various functions of fats in these products 	<ul style="list-style-type: none"> Worksheet 	11.3.12 F
Pastry	18	Students will learn various types of pie pastries.	L	<ul style="list-style-type: none"> Prepare various types of pies 	<ul style="list-style-type: none"> Lab rubric 	11.3.12 F
Fruits and Vegetables	19	Students will apply food selection and preparation guidelines related to fruits and vegetables.	L	<ul style="list-style-type: none"> Classify fruits and vegetables as to their nutrient content 	<ul style="list-style-type: none"> Graphic organizer 	11.3.12 E
	20	Students will choose among various cooking techniques to preserve the nutritional content of fruits and vegetables.	R	<ul style="list-style-type: none"> Prepare various fruit and vegetable food products 	<ul style="list-style-type: none"> Lab evaluation rubric 	11.2.12 A
Milk and Dairy Products	21	Students will compare and contrast the nutritional contribution of dairy products.	L	<ul style="list-style-type: none"> Read and analyze nutrition information on food labels 	<ul style="list-style-type: none"> Worksheet 	11.3.12 B 11.3.12 C
	22	Students will recall an array of dairy products.	A	<ul style="list-style-type: none"> Discussion on types of milk and dairy products available to the consumer 	<ul style="list-style-type: none"> Cheese tasting Worksheet 	11.3.12 D
	23	Students will demonstrate preparation principles of dairy products.	R	<ul style="list-style-type: none"> Prepare a high protein food 	<ul style="list-style-type: none"> Lab evaluation rubric 	11.3.12 F
	24	Students will find agencies to benefit low-income consumer.	A`	<ul style="list-style-type: none"> Discuss the role of WIC, food stamps, and food banks for low income consumers 	<ul style="list-style-type: none"> Food collection for local food bank 	11.1.12 G
Eggs	25	Students will identify the nutritional value of eggs.	L	<ul style="list-style-type: none"> Locate placement of eggs on the food guide pyramid Label the parts of an egg 	<ul style="list-style-type: none"> Worksheet 	11.3.12 G
	26	Students will apply preparation guidelines to egg products.	L	<ul style="list-style-type: none"> Identify functions of eggs used in food preparation Preparation of a protein food products 	<ul style="list-style-type: none"> Lab evaluation 	11.3.12 F
Meat and Poultry	27	Students will identify factors affecting selection of meats and	L	<ul style="list-style-type: none"> Utilize charts of primal and commercial cuts of meats for 	<ul style="list-style-type: none"> Quiz 	11.3.12 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
		poultry.		selection		
	28	Students will explain the relationship of meat as a protein source and its function in the body.	A	<ul style="list-style-type: none"> Identify meats using the food guide pyramid 	<ul style="list-style-type: none"> Worksheet 	11.3.12 E
	29	Students will understand and utilize principles of protein preparation.	R	<ul style="list-style-type: none"> Preparation of meats and poultry utilizing basic principles of protein cooking 	<ul style="list-style-type: none"> Lab evaluation 	11.3.12 F
	30	Students will understand and practice safe handling of meats and poultry.	A	<ul style="list-style-type: none"> Research role of government agencies to make food safe 	<ul style="list-style-type: none"> Student report 	11.3.12 B
Choosing and Using Small Appliances	31	Students will explain the use and care of small electrical appliances.	R	<ul style="list-style-type: none"> Food preparation lab utilizing small appliances 	<ul style="list-style-type: none"> Lab evaluation utilizing rubric 	11.1.12 A
	32	Students will demonstrate safe use of appliances.	L	<ul style="list-style-type: none"> Use small appliance to prepare recipe 	<ul style="list-style-type: none"> Small appliance report Lab evaluation 	11.1.12 F
Meal Management	33	Students will learn how to plan a meal, purchase food, and prepare the food.	U	<ul style="list-style-type: none"> Prepare a family meal using skills learned in class, including planning, timing, and health needs 	<ul style="list-style-type: none"> Worksheet 	11.3.12 F
	34	Students will learn how to manage resources.	L	<ul style="list-style-type: none"> Compare and contrast eating out versus home prepared meals Discuss the impact of super sizing on the diet 	<ul style="list-style-type: none"> Worksheet Food Pyramid 	11.1.12 B 11.3.12 D
Housing	35	Students will identify the different needs of housing.	A	<ul style="list-style-type: none"> Compare different types of housing available today 	<ul style="list-style-type: none"> Class discussion 	11.1.12 C
Career Exploration	36	Track trends in family and consumer sciences.	A	<ul style="list-style-type: none"> Use various guest speakers to meet student needs 	<ul style="list-style-type: none"> Class discussion 	11.2.12 F
Child Development	37	Students will gain an overview of child development.	L	<ul style="list-style-type: none"> Learn about developmental stages Importance of keeping a child safe and healthy Learn about reading to a young child Learn about the importance of the family on a child 	<ul style="list-style-type: none"> Worksheet Video Cooperative learning activity Quiz 	11.4.12 A 11.4.12 B 11.4.12 C 11.4.12 D 11.4.12 E