

WGSD Curriculum  
Family and Consumer Science Department

**Course: Family and Consumer Science: Foods I**

**Grade Level: 9-12**

**LG 1 Lab Preparation**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

- 14.4 Evaluate factors that affect food safety from production through consumption.
- 14.4.1 Analyze conditions and practices that promote safe food handling.
  - 14.4.2 Analyze safety and sanitation practices throughout the food chain.

**Missouri Learning Standards**

**Craft and Structure 9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (food measurement terminology, food-preparation terminology, kitchen equipment terminology.)

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand how preparation and organization contribute to cooking food.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Developing a cooking plan to include obtaining ingredients and deciding on techniques to use.</li><li>• Balancing flavor and nutrition.</li><li>• Implementing and following proper safety and sanitation procedures.</li><li>• Evaluating the results of the cooking experience.</li></ul>

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: specific cooking and ingredient terms, wet and dry measurements, ingredient names listed in a recipe, food related abbreviations, equivalents.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Reading recipes ahead of time.</li><li>○ Organizing t to prepare for cooking.</li><li>○ Identifying safety and sanitation concerns.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Implement a food lab plan.</li><li>• Evaluate the food lab plan.</li><li>• Create a quality food product using proper ingredients and technique.</li><li>• Implement effective safety and sanitation procedures.</li><li>• Reflect on and evaluate the lab experience.</li></ul>	

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**Grade Level: 9-12**

**LG 2 Nutrition**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

14.2.2 Analyze the effect of nutrients on health, appearance, and peak performance.

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.

14.2.3 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to analyze the affect nutrition has on human health.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Analyzing the effect on the human body of nutrients in foods.</li><li>• Evaluating and choosing foods by the types of nutrition they provide.</li><li>• Explaining how the process of digestion is affected by food choice.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: nutrients, vitamins, minerals, proteins, fats, carbohydrates, water.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying and describing different nutrients.</li><li>○ Identifying which foods contain specific nutrients.</li></ul></li></ul>

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- Choosing foods based on nutritional value.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Identify nutrients needed by humans.
- Analyze properties of various nutrients.
- Describe how nutrients are used by the body.
- Evaluate and choose foods by the types of nutrition they provide.
- Analyze and explain how the process of digestion is affected by food choice.

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**LG 3 Food Choice**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.1: Analyze factors that influence nutrition and wellness practices across the lifespan.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the impact of outside influences on personal food choice.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Evaluating how food choice is affected by outside influences such as media, fads, and myths.</li><li>• Analyzing how food choices and traditions are influenced by family and culture.</li><li>• Comparing how global and local events affect food choice and practices, and impact personal choice.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: genetically altered foods, fad, fallacy, hunger, appetite, wellness, fasting, functional food.</li><li>• Performing processes such as:</li></ul>

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- Identifying all the factors that affect food choice.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Research and evaluate how food choice is affected by outside influences such as media bias, fads, and myths.
- Analyze and explain how food choice and food traditions are affected by family and culture.
- Recognize and research global and local events that affect food choice and practices.
- Analyze how global and local events impact their own choices.

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**LG 4 Wellness**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

9.4 Apply basic concepts of nutrition in a variety of settings.

9.4.1 Analyze nutritional needs of individuals.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to make healthy food choices.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Planning and following a personal healthy food intake.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: Recommended Daily Allowance, calorie, Body Mass Index, Dietary Reference Intake, Dietary Guidelines for Americans, calorie balance, nutrient dense, MyPlate, processed food.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying foods that help maintain good health.</li><li>○ Describing components of wellness.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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**Learning Targets**

**Students know how to:**

- Determine what foods and how much food is needed to maintain good health.
- Use My Plate or similar resource to find information on food choices.



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**LG 5 Baked Goods**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create baked goods.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Measuring and following precise steps in food preparation</li><li>• Choosing best practice cooking techniques and timing for baked goods.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: leavening agent, oven spring, batter, dough, gluten, yeast, fermentation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Reading and following a recipe.</li></ul></li></ul>

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- Identifying a variety of baked goods and their properties.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Apply basic science, mathematics and time management principles in food preparation.
- Use proper measuring equipment and techniques.
- Identify various forms of baked goods such as quick breads, yeast breads, cakes, etc.
- Create quality baked goods.

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**LG 6 Fruits and Vegetables**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to prepare quality fruit and vegetable products.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Measuring and following precise steps in food preparation.</li><li>• Choosing best practice cooking techniques or raw preparations for fruits and vegetables.</li><li>• Applying safe handling practices with tools such as knives and graters.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: Slice, dice, rinse, scrub, pare, peel, steam, parboil, produce, drupes, pomes, melons, enzymatic browning.</li><li>• Performing processes such as:</li></ul>

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- Identifying various fruits and vegetables and their qualities and uses.
- Identifying different ways to prepare fruits and vegetables.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Identify types of produce and their qualities and uses.
- Use proper measuring equipment and techniques by applying science and math concepts.
- Choose appropriate cooking techniques for fruits and vegetables if needed.
- Safely and accurately use knives to prepare foods.
- Demonstrate safe and sanitary food preparation practices.
- Successfully prepare quality fruit and vegetable food products.

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**LG 7 Soups, Salads, Appetizers, and Proteins**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life-span.

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to prepare quality soup, salad, appetizer and protein source dishes.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>● Measuring and following precise steps in food preparation.</li><li>● Choosing best practice cooking techniques for proteins.</li><li>● Creating a finished product that follows an exact recipe.</li><li>● Applying safe handling practices with tools, such as knives and electronic equipment.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: sauté, sweat, steam, blanch, dice, slice, protein sources, emulsion, stock soup, bouillon, consommé.
- Performing processes such as:
  - Reading and following a recipe.
  - Identifying various soups, salads, and appetizers.
  - Identifying types of proteins and their sources.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Use proper measuring equipment and techniques by applying science and math concepts.
- Choose appropriate cooking techniques for proteins.
- Prepare soups, salads, and appetizers including at least one incorporating a protein.
- Read and understand a recipe.
- Demonstrate safe knife skills.
- Demonstrate safe and sanitary food preparation practices.

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**LG 8 Meal Planning**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand how to plan and implement healthy meals.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Demonstrating how to analyze food labels and food facts to develop criteria for purchasing foods for a meal.</li><li>• Planning for and cooking a complete and nutritionally-balanced meal.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: meal planning, food preparation, grocery shopping.</li><li>• Performing processes such as:</li></ul>

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- Identifying resources used in planning meals and food preparation.
- Creating a balanced grocery list.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Read labels on food packages and determine calorie and nutrient content.
- Use nutritional facts to evaluate food that is not labeled.
- Plan a meal and create a grocery list for the meal.



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**LG 9 Careers**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Food Services**

- 8.1 Analyze career paths within the food production and food services industries.
- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
  - 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
  - 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
  - 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
  - 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
  - 8.1.6 Analyze the role of professional organizations in food production and services.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the importance of planning for a future career.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Analyzing various career opportunities in the food industry.</li> <li>• Creating a research-based career plan.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: career, occupation, transferable skill, networking, and entrepreneur.</li> </ul>

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- Performing processes such as:
  - Looking for and consolidating information on careers in the food industry.
  - Identifying training needed for various careers.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Examine and analyze various careers in the industry.
- Format a well-researched and realistic career plan.