

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Foods and Nutrition

Board Approval Date: November 19, 2020	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10	Subject Area: Elective Elective Area (if applicable): Career Technical Education
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: Hospitality, Tourism and Recreation / Food Service and Hospitality	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable): CTE	

COURSE DESCRIPTION:

This course will introduce students to the basic principles of nutrition and food preparation. Uniting nutrition and food preparation can translate into healthy and sustainable choice and preparation practices. Throughout this course, students will have opportunities to combine nutrition principles and food science with food preparation. We will delve into key nutrition principles from macronutrients to micronutrient and culinary applications from appetizers to desserts and everything in between. Students will have the opportunity to learn safety and sanitation practices while earning a food handlers card, efficiency within the kitchen, equipment selection and usage, food storage for optimum nutrition, menu design with costing analysis, meal service, cultural influences on food choices and preparation for careers in the food service industry.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction, Expectations, Safety and Equipment	What is Foods and Nutrition? What are the student expectations for a successful school year? What choices can I make to show pride in myself and the Academy? How will I keep track of all my recipes? What are classroom practices to ensure food safety? What are appropriate tools of the trade?	*TED Talk - The Power of Home Cooking *Distribute Syllabus *Distribute Culinary hat and shirt for cooking day wear *How do you read, interpret and produce a recipe *Follow a series of informational videos to prepare for the 'Food Handlers' card *Recreate an image of proper cooking tools of the trade	*Reflection on a food memory *Return Parent and Student Syllabus Acknowledgement Form *Accepting the requisite of wearing an Academy shirt and hat and closed toed shoes on cooking days / communicating students as being part of the Culinary team *Create a portfolio to house class work and recipes prepared *Online safety test through e-food handlers for the state mandated certification that protects public health by providing safety education on proper food handling and preparation practices *Tool identification check
2. History of FCCLA	What is Family and Consumer Science (FCS)? What is FCCLA? What are CA STAR Events? What is a STAR Event? What is the Planning Process? What are the National Programs?	*Prezi Lesson on History of FCS: Worksheet on Prezi *FCCLA Intro Video; FCCLA Webquest; Historical Timeline (10 points of interest); Apply the FCCLA Creed in your life *CA FCCLA and FCCLA Star discussion and 2019 SLC Video *Research Planning Process samples *Group National Program research; sample YouTube FCCLA Star Event	*Successfully fill out a Planning Process for a group Community Service Project, Individual Project or Team Project *Final Project to be voted on by class and undertaken as a multi-class, full year Community Service Project

		Demonstrations *Group Research on assigned STAR Events	
3. Nutrition Fundamentals	*What are the main differences of a macronutrients and micronutrients and why are they important aspects of nutrition? *What is the process of digestion? *How does energy requirements influence caloric needs while nutrient-dense, whole, fortified and enriched food are factors of weight management? *What is the difference between 'Dietary Guidelines for Americans' and the 'Harvard Healthy Eating Guides'? *What are the dietary connections to health? *What is the role of a menu? *What is the nutrition recipe-modification process?		*Knowledge Check Identify parts of the digestive tract worksheet *Identify calories burned through physical activities *Create visuals of 'Dietary Guidelines for Americans' and 'Harvard Healthy Eating Guide' *Food Science Experiment: Sodium Sources *Identify possible ingredient modification options
4. Proteins	*What are the structure, function and sources of proteins? *How does the body digest and absorb proteins? *Why is protein consumption important? *How do you prepare proteins successfully?	*Knowledge Check -Chart Protein functions *Identify high quality Protein sources *Chart Protein excesses and deficiencies *Food Science Experiment: Using acids to tenderize meats	*Develop a recipe utilizing an acid to tenderize the Protein component

5. Carbohydrates	What are the various Carbohydrate classifications, functions and sources and the role of glucose in the body? How are Carbohydrates digested, absorbed and consumed? How do you prepare Carbohydrates successfully?	*Knowledge Check Chart Carbohydrate functions *Identify simple and complex Carbohydrate sources *Chart Carbohydrate excess and deficiencies *Carbohydrates reaction to air, light, moisture and pH: venn diagram *Food Science Experiment: Gelatinization	*Develop a recipe utilizing the versatility of Carbohydrates
6. Lipids	What is the role, function and sources of Lipids? How are Lipids digested and absorbed? How do you successfully prepare Lipids?	*Knowledge Check *Chart Lipids functions and the role of Lipoproteins *Identify Lipid sources *Food Science Experiment: Total fat content in foods *Chart Carbohydrate excess and deficiencies *Lipids reaction to air, light, heat and moisture: Venn diagram	*Develop a recipe utilizing ‘presentation’ of Lipids
7. Water, Vitamins and Minerals	What is the role of water in the body and what is fluid balance when it comes to intake and output? What are the ways to measure water, vitamins and minerals? What are vitamins and minerals in reference to substances necessary for health and wellbeing? What are the differences between toxicities, deficiencies and antioxidants? What are the characteristics of water-soluble and fat soluble vitamins? What are the major and minor minerals recommended for balanced nutrition?	*Knowledge Check *Chart Waters characteristics, functions, sources, DRI, toxicity and deficiency effects *Identify the various dietary measurements acronyms *Food Science Experiment: Vitamin C content *Chart the various needed vitamins: alternative terms, characteristics, functions, sources, DRI, toxicity and deficiency information *Describe how our body absorbs vitamins *Using a Venn diagram, describe how water, vitamins and minerals react to air, light, heat and moisture *Chart major and trace mineral’s alternate terms, characteristics, functions,	*Develop a recipe using spinach, an excellent source of 13 nutrients (omelet, salad, soup, sandwich, pasta, pizza or stir fry)

		sources, DRI toxicity and deficiencies	
8. Shaping Eating Behaviors	What are the primary influences that shape food choices? How can you interpret and use food labels and their terms successfully? What are the differences between food allergies and food intolerance? Identify the dominant senses that are used to detect flavor? What are common flavor profiles? How does presentation, texture, taste, aroma and temperature influence food choices? How do you develop flavors? What are the various cooking methods used to prep food? What constitutes a Mother Sauce? What is the difference between a thickening agent and a stabilizer?	*Knowledge Check *Food label discussion, food-ranking activity and food label worksheets *YouTube: What are the differences between food allergies and food intolerance? Nested TV (https://www.youtube.com/watch?v=5eHToEdDaCo&t=3s) *Cola Wars Video...Can you identify Coca-Cola vs Pepsi vs generic pop *Food Science Experiment: Discovering Supertasters *Food Science Experiment: Detecting Flavor *Herbs/Spices Identification	*Flavor development and cooking techniques: Group demonstrations and labs
9. Nutritious Menu Planning	What is meant by food service venues? How do you differentiate between menu classifications and menu types? What are the regulations menus must legally follow and why? What do you consider when evaluating menus? What and why would you make menu modifications and what is the process?	*Knowledge Check *Venn diagram: Menu types, classification, presentation and display *Food Science Experiment: Evaluating Entrées *Chart truth-in menu guidelines, menu labeling laws and health claims *Chart modifications for special dietary considerations *Food Science Experiment: Layering Flavors *Chart modifications for sugars, fats and sodium	*Group creation and presentation of various menu types *Create a recipe modification for special dietary consideration outlining the recipe modification process and marketing the dish

10. Eggs, Soy and Dairy	How would you identify the structure, nutritional benefit and functions of the egg? What method of cooking (dry or moist heat) is used for the various preparations of an egg? What are the various applications of eggs in menu items? What does it mean by 'soy product' and what is its perceived value? What are various soy products and how are they used in food production? What constitutes a dairy product and how do you cook with it?	*Knowledge Check. *Egg composition illustration *Chart nutritional data for a large raw egg-Information chart of the function of an egg and its difference with egg substitutes *Egg preparation chart *Food Science Experiment: Preparing Eggs Using Dry and Moist Heat *Identify Soy products *Food Science Experiment: Preparing Soy Milk *Chart various dairy products, their sodium content, calories and fat content *Food Science Experiment: Preparing Ricotta Cheese	*Using the Nutrition Recipe-Modification Process, create a healthy egg dish and a nutritious dairy dish
11. Poultry and Meats	What nutrients are provided by poultry? How is poultry identified, selected, used (fabricated), prepared and stored? How do you develop flavor in poultry? How can you feature chicken as something other than a main dish? What are the various meat classifications? What nutrients are provided by meat? How are meats described and prepared?	*Knowledge Check *Identify poultry fabrication terminology *Food Science Experiment: Effect of Heat and Brine on Poultry *Identify preparation do's and don'ts for poultry *Chart possible poultry dishes *Chart meat classification *Identify description and preparation techniques of meats. *Food Science Experiment: Preparing and slicing beef jerky	*Using the Culinary Nutrition Recipe-Modification Process develop a flavor enhanced poultry entrées *Create a recipe for something other than an entrée using poultry *Using the Culinary Nutrition Recipe-Modification Process develop a flavor enhanced meat entrées *Create a recipe for something other than an entrée using meat
12. Fish and Shellfish	What nutrients are provided by fish and shellfish? How is fish classified, identified, selected, used (fabricated), prepared and stored? How do you develop flavor	*Knowledge Check *Identify keys in fresh fish purchasing *Food Science Experiment: Effect of Dry Heat and Moist Heat on Lean Fish *Identify preparation do's for fish	*Using the Culinary Nutrition Recipe-Modification Process develop a flavor enhanced fish entrées *Create a recipe for something other than an entrée using fish

	in fish? How can you feature fish as something other than a main dish? What are the various shellfish classifications? What nutrients are provided by shellfish? How is shellfish described and prepared?	*Chart shellfish classification with regards to type, description, characteristics and key nutrients. *Identify description and preparation techniques of shellfish *Food Science Experiment: Cooking Shellfish	*Using the Culinary Nutrition Recipe-Modification Process develop a flavor enhanced shellfish entrées *Create a recipe for something other than an entrée using shellfish
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ESSENTIAL STANDARDS:

- 21.1 Explain the functions and sources of the major nutrients and their relationship to good health. (HTR – A10.5.1)
- 21.2 Compare an individual’s daily diet with average needs for each food group in the USDA MyPlate based on age, gender, and physical activity. (HTR – A10.5.2)
- 21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. (HTR – A10.5.5)
- 21.6 Explain the process of digestion, absorption, and metabolism in the body’s use of food and the effects of medications, alcohol, and drugs. (HTR – A10.5.6)
- 22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. (HTR – A10.6.1)
- 22.2 Employ sanitary practices before, during, and after food preparation and service. (HTR – A10.6.2) III-17 CFS-HS-2013
- 22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food. (HTR – A10.6.3)
- 23.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. (HTR – A10.7.1)
- 23.2 Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value. (HTR – A10.7.2)
- 23.3 Compare food quality, products, brands, number of servings, and unit prices as well as expiration dates. (HTR – A10.7.3)
- 23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (HTR – A10.7.8)
- 23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (HTR – A10.7.9)
- 23.10 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.10)
- 23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (HTR – A10.7.11)
- 23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (HTR – A10.7.12)
- 23.13 Convert volume and weight measurements to increase and decrease yields of recipes. (HTR – A10.7.13)
- 24.4 Identify cultural differences affecting the preparation and service of food. (HTR – A10.8.4)
- 24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and

traditions of different cultures. (HTR – A10.8.5)

25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (HTR – A10.9.1)

25.2 Analyze and compare the nutrient content and density in a variety of foods. (HTR – A10.9.2)

25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (HTR – A10.9.3)

25.4 Describe the biochemical processes enabling the body to use nutrients from food. (HTR – A10.9.4)

25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (HTR – A10.9.6)

25.8 Apply the scientific method to test food science principles or develop new food products. (HTR – A10.9.8)

26.1 Describe and compare different methods of preserving foods. (HTR – A10.10.1)

26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (HTR – A10.10.2)

27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (HTR – A10.11.1) III-20 CFS-HS-2013

27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (HTR – A10.11.3)

27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (HTR – A10.11.4)

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

<https://www.cde.ca.gov/ci/ct/sf/documents/hosptourrec.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/ct/sf/documents/hosptourrec.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>No</i>		<i>Culinary Nutrition Principles and Applications</i>	Linda J. Traskselis, MS Eric M. Stein, MS, RD, CCE	ATP American Technical Publishers	2nd Edition	<i>1/1/2019</i>
<i>No</i>		<i>Guide to Good Food</i>	Velda L. Largen Deborah L. Bence	G-W Goodheart- Wilcox Co.	14th Edition	<i>1/1/2018</i>

Other Resource Materials

National FCCLA Organization Official FCCLA Handbook

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Various cooking YouTube instructional videos