# Wilson Area School District
# Planned Course Guide

**Title of planned course:** Basic Foods

**Subject Area:** Foods and Nutrition

**Grade Level:** 9-12

**Course Description:** Basic Foods is an introductory foods course that includes: preparing foods, learning about food safety, building nutrition knowledge, and understanding basic cooking terms in recipes. Units include: meat, poultry and seafood, eggs and dairy, grains, fruits and vegetables, and baking. Students will set up a food budget, learn guidelines for using appliances, and strategies for buying and storing foods. Students will walk away with a basic understanding of preparing foods they can directly apply in their lives.

**Time/Credit for this Course:** Half year/ 0.5 Credit

**Curriculum Writing Committee**: Corrine Brittain

# Curriculum Map

**3 weeks:** Kitchen Safety and Sanitation

**2 weeks:** Kitchen Basics

**3 weeks:** Eggs and Dairy

**2 weeks:** Fruits and Vegetables

**2 weeks:** Grains and Pasta

**4 weeks:** Baking

**2 weeks:** Meat, Poultry, and Seafood

# Wilson Area School District
# Planned Course Materials

**Course Title:** Basic Foods

**Textbook:** *Guide to Good Food*, Goodheart-Wilcox Company, 2015

**Teacher Resources:**

- Servsafe.com
- foodsafety.gov
- statefoodsafety.com
- Fda.gov
- Myplate.org
- Foodnetwork.com
- wilton.com

# Curriculum Scope & Sequence

**Planned Course:** Basic Foods

**Unit:** Safety and Sanitation

**Time frame:** 3 weeks

**State Standards** 11.2.12A, 11.3.9B, 11.3.12B

**Essential content/objectives:** At the end of the unit, students will be able to:
- Identify ways to prevent common kitchen accidents.
- Discuss special safety needs.
- Describe what to do if a kitchen accident results in injury.
- Discuss the causes of food-borne illness.
- Explain how proper food handling practices can prevent food-borne illness.
- Identify how to handle and preserve TCS foods properly

**Core Activities:** Students will complete/participate in the following:
- Servsafe Slides
- TCS Foods Flashcards
- Kitchen Safety Slides and Demonstrations
- Foodsafety.gov safety videos
- Food Safety Awareness Doc
- Digital Be Food Safe
- What not to do in the Kitchen Video/Activity
- Individual response to safety situations
- Apply food handling practices to situations
- Group discussion of situations
- Food Safety Review Jeopardy

**Extensions:**
- Problem-solving opportunities- learn how to work in small groups to complete a cooking task

**Remediation:**
- Peer support/modeling
- Review questions/game- Kahoot Food and Kitchen Safety
- Tutoring

**Instructional Methods:**
- Direct instruction
- Do Now (Warm-up) writing and discussion
- Small and large group discussion
- Video tutorial- Food Safety Videos
- Cooperative learning groups- cooking in small groups
- Cooking Labs- Easy Cinnamon Buns

**Materials & Resources:**

- *Guide to Good Food* textbook
- Servsafe.com
- foodsafety.gov
- Projector
- Kitchen supplies

**Assessments:**

- Food Safety Assessment
- Questioning
- Projects- Food Safety Awareness Doc
- Observation
- Self-evaluation- Lab Sheet duties

# Curriculum Scope and Sequence

**Planned Course**: Basic Foods

**Unit**: Kitchen Basics

**Time frame**: 2 weeks

**State Standards**: 11.2.12C, 11.3.12A, 11.3.12F, 11.3.12G

**Essential content/objectives**: At the end of the unit, students will be able to:
- Identify abbreviations and define cooking terms used in recipes.
- Understand the meaning of Mis En Place and prepare for cooking labs.
- Measure liquid and dry ingredients for use in recipes.
- Change the yield of a recipe.
- Follow a recipe to prepare food.
- Identify various small kitchen utensils and discuss their functions.
- Explain how to select and care for cooking and baking utensils.

**Core Activities**: Students will complete/participate in the following:
- Mis En Place Poster Project
- Measuring demonstration
- Measuring lab
- Practice changing the yield of a recipe
- Kitchen Scavenger Hunt
- Cooking 101 Activity

**Extensions:**
- Problem-solving opportunities- learn how to work in small groups to complete a cooking task
- Utensil Identification game

**Remediation:**
- Daily review of concepts
- Tutoring
- Peer support

**Instructional Methods**:
- Direct instruction
- Demonstrations
- Do now writing and discussion
- Large and small group discussion
- Reflective writing
- Review games- Name that Utensil
- Cooperative learning groups- cooking in small groups

**Materials and Resources**:
- *Guide to Good Food* textbook
- Mis En Place Examples
- Kitchen equipment
- Food supplies
- Projector

**Assessments:**

- Questioning
- Project- Mis En Place Poster
- Lab observations
- Self-evaluation- Lab Sheet duties
- Classwork

# Curriculum Scope and Sequence

**Planned Course**: Basic Foods

**Unit:** Eggs and Dairy

**Time frame**: 3 weeks

**State Standards**: 11.1.12F, 11.2.12A, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12D, 11.3.12E, 11.3.9G, 11.3.12G

**Essential content/objectives:** At the end of the unit, students will be able to:
- List factors affecting the selection of eggs.
- Describe the principles and methods for cooking eggs.
- Identify the nutrients provided by eggs.
- Identify the nutrients in dairy foods.
- Describe the types of dairy foods available.
- Describe guidelines for preventing adverse reactions when cooking with dairy products.

**Core Activities**: Students will complete/participate in the following:
- Textbook Chapter 16 Eggs
- Eggs Digital Notebook
- Egg food lab- cheese omelet
- Egg food lab evaluation
- Google Slides- dairy products and nutrients
- Charcuterie Board Challenge
- Macaroni and cheese food lab (how to make a roux)
- Roux Edpuzzle
- Dairy food lab evaluation

**Extensions:**
- Create a grocery list for Charcuterie Board Challenge
- Group collaboration to complete a team task- Charcuterie Board Challenge

**Remediation:**
- Tutoring
- Peer support

**Instructional Methods**:
- Direct instruction
- Do Now writing and discussion
- Demonstration of Measuring Stations and proper measuring techniques
- Demonstration in small groups of proper knife skills
- Cooperative learning groups- cooking in small groups
- Cooking Labs- Cheese Omelette, Macaroni and Cheese

**Materials and Resources**:

- Kitchen supplies
- Food supplies
- *Guide to Good Food* textbook
- Internet
- Projector
- Google Slides

**Assessments:**

- Food lab observations
- Questioning
- Charcuterie Board Planning Sheet
- Self-evaluation- Lab Sheet duties
- Judges Selection of Charcuterie Board Challenge Winner

# Curriculum Scope and Sequence

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

**Unit**: Fruits and Vegetables

**Time Frame**: 2 weeks

**State Standards**: 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12F

**Essential content/objectives**: At the end of the unit, students will be able to:
- Identify the importance of eating in color and the nutritional benefits it provides.
- Identify the principles and methods of cooking fruits.
- Prepare fruits, preserving their colors, textures, flavors, and nutrients.
- Describe food science principles of cooking vegetables.
- Identify methods for cooking vegetables.
- Prepare vegetables, preserving their colors, textures, flavors, and nutrients.

**Core Activities**: Students will complete/participate in the following:
- Fruit and vegetable periodic table project
- Gallery Walk- fruit and vegetable periodic table
- Vegetable food cooking lab
- Comparing roasted vegetables vs steamed vegetables for taste and nutritional benefits
- Video and teacher demonstration – cutting fruit
- Fruit food cooking lab
- Fruit food cooking lab evaluation

**Extensions**:
- Reading on the benefits of eating in color
- Edpuzzle video
- Problem-solving scenarios in small groups during cooking labs

**Remediation:**
- Peer support
- Tutoring
- Daily review of concepts

**Instructional Methods**:
- Direct instruction
- Video tutorial- How to Slice an Apple
- Teacher tutorial- Vegetable chopping
- Do now writing and discussion
- Work together in small groups
- Cooking Labs- Vegetables Two Ways, Pasta Primavera, Apple Crisp

**Materials and Resources**:

- *Guide to Good Food* textbook
- health.harvard.edu
- Kitchen supplies
- Food supplies

**Assessments:**

- Food lab observation
- Self-evaluation- Lab Sheet duties
- Project- Fruits and Vegetables Periodic Table
- Fruits and Vegetables Periodic Table Gallery Walk
- Nutrition: Eat in Color: Google form assignment
- Apples Hyperdoc Assignment

# Curriculum Scope and Sequence

**Planned Course:** Basic Foods

**Unit:** Grains and Pasta

**Time Frame:** 2 weeks

**State Standards:** 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G

**Essential content/objectives:** At the end of the unit, students will be able to:
- Describe how heat and liquids affect starches
- Prepare cooked pasta
- Identify the nutritional benefits of grains
- Identify grain alternatives for people with dietary concerns
- Combine knowledge of how to prepare dairy products with the knowledge of creating pasta.
- Prepare pasta from scratch

**Core Activities:** Students will complete/participate in the following:
- Bolognese Edpuzzle
- Pasta from scratch Edpuzzle
- Pasta food lab- combine knowledge from the dairy unit to create alfredo sauce from scratch
- Bolognese food lab evaluation
- Bolognese food lab
- Pasta food lab evaluation
- Google Slides – grain products and nutrients
- Pasta Assignment
- Work together in a group setting

**Extensions:**
- Problem-solving opportunities- learn how to work in small groups to complete a cooking task

**Remediation:**
- Tutoring
- Peer support
- Daily review of concepts

**Instructional Methods:**
- Video demonstrations: Pasta from scratch
- Direct instruction
- Do now writing- Daily
- Kitchen food labs- Pasta from Scratch, Fettuccine Alfredo, Bolognese Sauce
- Work together in small groups

**Materials and Resources:**
- Kitchen supplies
- Food supplies
- Edpuzzle
- Internet
- Projector
- Google Slides

**Assessments:**

- Food lab observations
- Pasta assignment
- Self-evaluation- Lab Sheet duties

# Curriculum Scope and Sequence

**Planned Course**: Basic Foods

**Unit**: Baking Unit

**Time frame:** 4 weeks

**State Standards**: 11.1.12F, 11.2.12A, 11.2.12B, 11.2.12C, 11.3.12G

**Essential content/objectives**: At the end of the unit, students will be able to:
- Describe the functions of basic ingredients used in baking
- Understand the science of baking and the care that is required to prepare baked goods properly
- Identify correct measuring tools and use them appropriately
- Prepare cakes, cookies, and other baked goods
- Create a shopping list and stay within a budget

**Core Activities**: Students will complete/participate in the following:
- Google Slides – functions of ingredients
- Function of ingredients activity and practice
- Baking cakes- practice measuring ingredients
- Prepare cookies- practice measuring ingredients
- Cupcake Wars- Plan, shop, design, and create cupcake designs and displays
- Icing piping practice in small groups with the instructor
- Piping instructional videos
- Work together in a group setting

**Extensions:**
- Watch Cupcakes Wars
- Measuring Practice
- Create a grocery list- Cupcake Wars
- Group collaboration to complete a team task- Cupcake Wars

**Remediation:**
- Daily review of baking concepts
- Peer support
- Tutoring

**Instructional Methods**:
- Questioning
- Small and large group discussion
- Do now writing and discussion
- Edpuzzles- Baking fundamentals
- Edpuzzles- Piping Icing
- Kitchen food labs- Chocolate Chip Cookies, Cake, Pancake with Berry Compote
- Measuring Demonstration continued
- Small group Piping demonstration and practice
- Google Slides presentation- Functions of Baking Ingredients

**Materials and Resources**:

- Kitchen supplies
- Food supplies
- Edpuzzle
- Projector
- Google Slides

**Assessments:**

- Observation in Lab Participation
- Self-evaluation- Lab duties
- Functions of Ingredients Worksheet
- Cupcake Wars Planning Sheet
- Judges Selection of Cupcake Wars Challenge Winner

# Curriculum Scope and Sequence

**Planned Course**: Basic Foods

**Unit:** Meat, Poultry, and Seafood

**Time frame**: 2 weeks

**State Standards**: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

**Essential content/objectives**: At the end of the unit, students will be able to:
- List factors affecting the selection of meats to maintain their quality
- Describe how to properly store meats to maintain their quality
- Understand how to properly thaw proteins from frozen
- Describe the principles and methods of cooking meat
- Describe the principles and methods for cooking poultry
- Describe the principles and methods for cooking seafood
- Identify nutrients in meat, poultry, and seafood
- Understand fats and marbling and how they affect the quality of proteins
- Understand the importance of table manners and etiquette in real-world situations
- Understand proper table settings
- Understand how to tip properly when dining at restaurants

**Core Activities**: Students will complete/participate in the following:
- Guide to Steak video
- Poultry cooking lab
- Poultry cooking evaluation
- Google Slides – meat, poultry and seafood
- Protein Virtual Scavenger Hunt Assignment
- Do Now discussion on favorite proteins
- Table Manners and Etiquette Slides and discussion
- Tipping Activity in small groups

**Extensions:**
- Problem-solving scenarios in small groups during cooking labs

**Remediation**:
- Daily review of cooking methods
- Peer support
- Instructor support

**Instructional Methods**:
- Questioning
- Small and large group discussion
- Direct instruction
- Kitchen food labs- Sheet Pan Chicken
- Video- Table manners
- Google Slide Presentation- Table setting and Table Manners

**Materials and Resources**:

- Computers
- Projector
- Kitchen supplies
- Food supplies
- Google Slides

**Assessments:**

- Observation in Lab Participation
- Self-evaluation- Lab duties
- Protein assignment
- Tipping Assignment
- Place Setting Assignment