

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

CULINARY I

"The greatest animal in creation is the animal who cooks."

Douglas Jerrold (1803-1857)

Grades 9-12

Family and Consumer Sciences

Trumbull High School

2010

Curriculum Writing

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Grades 9-12

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INTRODUCTION

“There is no love sincerer than the love of food”
George Bernard Shaw

The Culinary I course is the Trumbull High School introductory course designed to teach students about food preparation, basic nutrition, appetite appeal, and the cultural aspects of food for those students who have little or no experience in food preparation. Students may also elect to take Bakeshop and then continue in foods and nutrition by taking the Chef's II and then the Culinary café course.

The materials covered include a variety of food preparation techniques, personal and kitchen sanitation, safe use of kitchen equipment and appliances, knowledge of kitchen utensils, dining manners and etiquette, awareness of multicultural foods, table setting, nutrition, and the language of food preparation so that students will be able to read and execute recipes.

Through cooperative work as team members in a food laboratory environment, Culinary I students develop time management skills through group decision making, as well as interpersonal skills. Heterogeneous grouping allows for experiences which reflect a microcosm of society and an atmosphere of mutual respect, a sense of cooperation, and a sense of community.

The Culinary I course is consistent with the State Frameworks for Family and Consumer Sciences in the area of Nutrition and Food Technology. It encompasses the selected subjects of food preparation skills, essential nutrients, label literacy,

food technology, cultural differences, disease prevention, equipment technology, safety and cleanliness, technology interaction, and career awareness.

PHILOSOPHY

“Cooking is at once child's play and adult joy. And cooking done with care is an act of love.”

Craig Claiborne, Kitchen Primer

The Culinary I course is consistent with the mission of the Family and Consumer Sciences education program which is to empower people to effectively manage emerging life issues by applying skills, analyzing options and strengthening interpersonal competencies through an interrelated curriculum that recognizes and values diversity. Family and Consumer Sciences education applies academic learning to hands-on application and should be an integral part of the education to adulthood.

The course offers students the opportunity to participate in an applied academic area of study, a course with gender equity and diversity in its program and enrollment, that underscores the importance of applied learning situations to life and skills, and incorporates academics and technology into the curriculum. It should interest students who are headed for college or vocations, as well as those who desire to develop personal and leisure time interests.

The philosophy of the Family and Consumer Sciences courses reflect the Common Core of Learning goal to prepare students for life by offering them

opportunities to acquire skills and competencies in the areas of careers and family living. This is evident with the curriculum offered in all of the foods courses.

The Family and Consumer Sciences courses are consistent with the Trumbull Mission Statement of educating students in a safe, inviting, student-centered community, encouraging academic achievement, extra-curricular participation, enthusiasm and self-confidence to foster independence and personal social growth. Culinary I in particular, teaches basic skills that are necessary for life-long learning.

MISSION STATEMENT

Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We teach skills for lifelong learning. We hold our school community to the ethical conduct and social awareness to live and participate in a democratic, diverse and global society.

PROGRAM GOALS

Through comprehensive, competency-based programs in the family and consumer sciences focus, students will learn to:

- Apply academic, critical thinking and communication skills;
- Develop problem-solving and decision-making skills;
- Use cooperative learning;
- Recognize and value diversity;
- Build positive interpersonal and family relationships;
- Encourage gender equity in programs and enrollments.
- Underscore the importance of team work and cooperation.
- Establish healthful nutritional habits; and
- Explore job and career options, including entrepreneurial opportunities.

UNIT ONE

SAFETY AND SANITATION

"Leave nothing dirty—clean and clear as you go"

Boston Fish Pier Sea Food Cookbook (1913)

Performance Standards:

Food Production and Services

8.2 Demonstrate food safety and sanitation procedures

Food Science, Dietetics and Nutrition

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

Nutrition and Wellness

7.20 Demonstrate safety and sanitation practices in food preparation.

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

Science

SC041 Applies and uses laboratory techniques safely

SC5 Understands the interaction of organisms with their environment.

Essential Questions: How can I work safely in the kitchen?

Focus Questions (Student Objectives)

Following completion of this unit, students will be able to answer the following questions:

- What are the causes and symptoms of common food borne illnesses?
- How can you prevent the spread of foodborne illness?
- What are the guidelines of personal kitchen cleanliness in food preparation.?
- What are four ways to practice personal hygiene when working with food?
- What are four ways to practice health and safety measures when working with food?

Content (Scope and Sequence)

1. What precautions must be taken to ensure personal safety in the kitchen?
 - a. Understand how to prevent and treat burns.
 - b. Apply the four safety precautions when using knives.
 - c. Ways to prevent fires, electrocution and falls.

2. What precautions must be taken to prevent food borne illness when preparing food?
 - a. Identify signs and conditions of food spoilage
 - b. Demonstrate proper food handling.
 - c. Understand principles of food spoilage.

3. What precautions must be followed to ensure both personal and kitchen cleanliness when preparing food?
 - a. Identify important areas for personal cleanliness
 - b. Understand behaviors associated with personal cleanliness
 - c. Identify areas in the kitchen that require cleanliness and sanitation.
 - d. Understand cross contamination

Assured Experiences:

Students will demonstrate proper hand washing.

Students will demonstrate proper care of food preparation equipment and appliances.

Students will demonstrate sanitary practices with food handling.

Students will view safety and sanitation videos and accurately complete video worksheets.

Students will be able to identify safety concerns in the kitchen on an exam.

Students will identify kitchen sanitation concerns on an exam.

Students will practice the rules of personal hygiene and safety when working with food.

Text Book

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2005.

Audio Visual Materials

“Food Safety: What You Don’t Know Can Hurt You”, Glencoe/McGraw-Hill, (1996), 236 East Front Street, Bloomington, IL 61701. 1-800-727-5507, FAX-(309) 829-8621.

“Safety In The Kitchen”, Glencoe/McGraw-Hill, (1998), 236 East Front Street, Bloomington, IL 61701. 1-800-727-5507, FAX- (309)-829-621.

Time Allocation: Two weeks .

UNIT TWO

FOOD PREPARATION SKILLS AND FOOD LAB

“Americans are just beginning to regard food the way the French always have. Dinner is not what you do in the evening before something else. Dinner is the evening”

Art Buchwald

Performance Standards:

Hospitality, Food Science, Dietetics, Food Production and Services

- 8.4 Practice correct selection and use of equipment.
- 8.10 Select and use equipment correctly in food preparation.
- 8.25 Apply team strategies to achieve success in the kitchen

Nutrition and Wellness

- 7.6 List correct methods to prepare foods.
- 7.22 Demonstrate the use of technology in food preparation.

Food Science, Dietetics, and Nutrition

- 9.5.3 Prepare food for presentation and assessment
- 9.5.4 Maintain test kitchen/laboratory and related equipment and supplies.

Science

- SC495 Measures temperature using Fahrenheit and centigrade scales
- SC496 Measures time to complete a task

Essential Question: What equipment and procedures are required to be efficient and successful in the kitchen?

Focus Questions: (Student Objectives)

Following completion of this unit, students will be able to answer the following questions:

- What knowledge of culinary terms is essential for interpreting recipes?
- Why is it important to know abbreviations used in recipes?

- Why is it beneficial to know equivalents and measurements used in recipes?
- Why is it important to know the various kitchen utensils and their functions?
- What small kitchen equipment is used in a well stocked kitchen?
- Why must you use equipment properly?
- Why must you measure liquid, dry and solid ingredients accurately in food preparation ?
- What are the principles of optimum microwave cooking?
- What are the features of an induction cooker?
- What in convection cooking?
- What is the importance of a time-work schedule?
- Why is it necessary to review a recipe before starting food preparation?
- What is mise en place?
- What are the various methods of food preparation?
- Why must your kitchen be set up before beginning food lab?

Content: Scope and Sequence

1. What information is included in a recipe?
 - a. Abbreviations
 - b. Culinary terms
 - c. Kitchen equipment

2. What small equipment is used in the kitchen?
 - a. Measuring tools
 - b. Mixing tools
 - c. Baking tools
 - d. Thermometers
 - e. Cutting tools
 - f. Other tools such as colanders, forks, tongs, ladles, basters, tea kettles and strainers.

3. What are the small and major appliances and how are they used?
 - a. Waffle iron, upright mixer, hand mixer, electric and manual canopeners, electric skillet, toaster oven, induction burner, pizelle maker, food processor, blender, and microwave.
 - b. Ranges, Standard and convection ovens, refrigerators, freezers, dishwashers.

4. What must you consider in microwave cooking?
 - a. Cooking time

- b. Covering foods
 - c. Standing time
 - d. Evenness of cooking
 - e. Containers
 - f. Browning
5. What must you consider in induction cooking?
- a. Type of pot or saucepan
 - b. Size of pot or saucepan
 - c. Time
 - d. Temperature
6. What must you consider in convection cooking?
- a. Time adjustment from traditional recipe
 - b. Layering
 - c. Container
 - d. Type of food being prepared
7. What is important to consider when creating a time-work schedule?
- a. Reading the recipe
 - b. Choosing appropriate utensils and equipment
 - c. Mise en place
 - d. Evaluating food preparation time
 - e. Dividing tasks
 - f. Dividing clean-up tasks
 - g. Timing of food service
 - h. Cooperation
8. What steps must be followed when preparing a recipe in food lab?
- a. Set up kitchen and sit down
 - b. Read entire recipe over again before starting preparation
 - c. Mise en place
 - d. Choose correct equipment and utensils
 - e. Measure accurately
 - f. Serve all completed foods together
 - g. Follow safety and sanitation principles

- h. Complete clean-up checklist and have kitchen checked before bell.
- 9. What is the definition of the various food preparation terms used in recipes?
 - a. Cube, dice, mince, steep, season, dust, julienne, boil, simmer, etc.

Assured Experiences:

Students will identify various small kitchen utensils and appliances and discuss their functions.

Students will demonstrate the use of various pieces of small kitchen equipment, cookware, cutlery, and bakeware.

Students will measure liquid, dry and solid ingredients accurately in food lab.

Students will divide tasks on lab planning sheet to prepare recipes in food lab.
(Appendix)

Students will compare and contrast cooking terms that are commonly used in recipes.

Students will change the yield of a recipe to be prepared in food lab.

Students will accurately and efficiently follow recipes in food lab.

Students will prepare microwave recipes following the principles of microwave cooking for optimum results.

Students will read the related chapters in the text, complete the worksheets, participate in class discussions and pass the exams for this unit.

Students will keep their class folders up to date with all recipes and completed worksheets.

Students will complete planning and self assessment for food labs. (Appendix)

Students will demonstrate time saving skills and cooperation in food lab.

Students will complete clean up checklists for each food lab.

Text Book

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2005.

Web Sites

www.foodtv.com, www.epicurious.com, www.recipezaar.com

Audio Visual Materials

"Pizza, Pizza's", Alton Brown, Good Eats Cooking Show, Food Network, "Foodtv.com"

"Skills in Food Services-Fast Food Techniques", Meridian education corporation, 236 E. Front Street, Bloomington, IL 61701. 1-800-727-5507, FAX- (309) 727-5507.

"Video Pizza-How to Make Pizza at Home", (1992), Stephen J. Ryan, P.O. Box 12775, Las Vegas, NV 89112.

"Zap It!- What You Don't Know About Microwaves", (1996), The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. 1-800-634-4941.

Time Allocation: Six weeks and throughout semester in food labs.

"When we no longer have good cooking in the world, we will have no literature, nor high and sharp intelligence, nor friendly gatherings, no social harmony."

Marie-Antoine Careme

UNIT THREE

TABLE SETTING, MANNERS AND ETIQUETTE

“Sharing food with another human being is an intimate act that should not be indulged in lightly”
M.F.K.Fisher

Performance Standards:

Hospitality, Food Science, Dietetics, Food Production and Services.

8.19 Integrate knowledge, skills, and practices required for careers in food production and services.

Career, Community and Family Connections

1.5 Identify employability skills.

Essential Question: Why do societies create a standard place setting and guidelines for dining?

Focus Questions: (Student Objectives)

Following completion of this unit, students will be able to answer the following questions.

Why is there a standard model for table setting in the US?

What tableware is used for a basic place setting?

What is the rationale for each piece in a place setting?

What is the purpose of dining etiquette?

What are the various categories of etiquette and the types of dining etiquette?

What are examples of common manners at the table?

Content (Scope and Sequence)

1. How do you correctly set a table using a basic place setting?
 - a. Various kinds of tableware
 - b. Rationale for placement of dinnerware, flatware and beverage ware.
 - c. Selection factors applicable to tableware including a centerpiece.

2. How is tableware used appropriately during a meal?
 - a. American and European or Continental method of eating.
 - b. Order of flatware and beverage glasses.
 - c. Appropriate tableware for formal dining.
 - d. Leaving the table.
 - e. Individual cover at the table.

3. What are some common manners that should be followed at the table?
 - a. Electronics
 - b. Conversation

- c. Toasts
 - d. Personal behavior
 - e. When to begin.
4. What are some forms of etiquette?
- a. Business Etiquette
 - b. Social Etiquette
 - c. Netiquette
 - d. Formal and Informal Dining Etiquette

Assured Experiences:

Students will practice setting the table in class using the tableware for a basic place setting.

Students will draw a basic place setting and answer questions pertaining to the placement of tableware on an exam.

Students will set their group table correctly during food labs.

Students will complete interactive video on teen etiquette. (Appendix)

Students will apply basic rules of table etiquette on exam.

Students will demonstrate dining etiquette in food lab.

Text Book

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2005.

Audio Visual Materials

“The Table Manner Murders”, Learning Zone Express, Box 1022, Owatonna, MN 55060. (507) 455-9076. www.learningzonexpress.com

Websites

www.emilypost.com/component/content/article/370

www.ehow.com

www.etiquetteadvocate.com/aboutus.asp

www.psow.edu/

Time Allocation: One week.

UNIT FOUR

MAKING HEALTHFUL CHOICES

“The greatest wealth is health”
Virgil

Performance Standards:**Nutrition and Wellness**

- 7.7 Examine factors that influence nutrition and wellness practices for adolescents.
- 7.15 Analyze factors that influence nutrition and wellness practices across the lifespan.
- 7.22 Demonstrate the use of technology in food preparation and nutrition analysis.
- 14.3.3 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

Food Science, Dietetics, and Nutrition

9.3.2 Appraise and interpret nutritional data.

9.3.6 Critique the selection of foods to promote a healthy lifestyle

Science

SC499 Uses computers for information processing

Essential Questions:

What might be the consequences for the well-being of the individual, families, and societies when foods are not prepared and served to meet nutritional needs?

How does nutrition and wellness affect the quality of life?

How will technology affect our decisions to help achieve wellness?

Focus Questions: (Student Objectives)

Following completion of this unit, students will be able to answer the following questions:

- What choices do people make about foods each day?
- What are the benefits of making healthful food choices?
- What is your recommended daily intake from each food group in MyPyramid for your age, weight and amount of daily exercise?
- How can you use the MyPyramid Food Guidance System, and the Dietary Guidelines for Americans as diet planning resources to meet your daily needs?
- What are some suggestions for preparing healthful foods?

Content (Scope and Sequence)

1. What are the benefits of healthful food choices?

- a. Health and appearance
 - b. Job performance
 - c. Personal and family life
2. What diet planning resources are available?
- a. MyPyramid Food Guidance System
 - b. Dietary Guidelines for Americans
3. How can you choose foods wisely at the food store?
- a. Compare fresh and processed
 - b. Follow shopping tips
4. How can you choose wisely when preparing food?
- a. Check nutrition facts on ingredients
 - b. Start with main course
 - c. Round out the meal
 - d. Use healthful preparation tips and cooking methods
5. How can you choose wisely when eating out?
- a. Nutrition facts in restaurant or online
 - b. Tips for eating healthful foods when eating out.

Assured Experiences:

Students will identify the benefits of healthful food choices and relate this to their family experiences.

Students will compare and contrast the dietary reference intakes.

Using the internet, students will complete the fast food nutrition facts assignment that analyzes various forms of fast foods with regard to nutritional value.

Students will view nutrition facts online for fast food restaurants and make recommendations.

Students will view healthful eating videos and complete worksheets.

Students will record five days of food intake on www.MyPyramid.com and analyze data.

Students will complete a healthful eating brochure and present to the class.

Resources

Text Book:

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2000.

Audio Visual Materials

“Crash Course On Calcium”, (1997), National Fluid Milk Processor Promotion Board, 1250 H Street, N.W., Suite 900, Washington, D.C. 20005. 1-800-WHY-MILK.

“Eating Healthy: What Is A Serving?”, (1996) Meridian education corporation, 236 East Front Street, Bloomington, IL 61701. Phone – 1-800-727-5507. Fax – (309) 829-8621.

“Exploring Vegetarianism: A Healthy Alternative”, (2002) Meridian education corporation, P.O. Box 911, Monmouth Jct., NJ 08852-0911.

“Vitamins and Your Health”, Educational Video Network, 1401 19th Street,
Huntsville, Texas. 77340. 1-800-726-0060. Fax- 1-866-814-1714,
evn@edvidnet.com

www.Liveto100.com

Time Allocation: Two weeks

*“Drinking freshly made juices and eating enough whole foods to provide
adequate fiber is a sensible approach to a healthful diet”*

Jay Kordich

UNIT FIVE

SOCIAL AND CULTURAL ASPECTS OF FOOD

*“A house is not a home unless it contains food and fire for the mind as well as the
body”*

Margaret Fuller

Performance Standards:

Nutrition and Wellness

7.12 Explore the relationship between food and culture.

- 7.21 Prepare a variety of food products that meet the needs of individual lifestyles and cultures.

Food Science, Dietetics, and Nutrition

- 9.5.3 Prepare food for presentation and assessment.

Essential Question: What are the cultural, social and psychological influences on food choices?

Focus Questions (Student Objectives)

Following completion of this unit, students will be able to answer the following questions:

- What is the brief history of food?
- What are the cultural influences on food choices?
- What are the social and psychological influences on food choices?

Content (Scope and Sequence)

1. What is the history of food?
 - a. Early people
 - b. Food migration
2. What physical needs are met with food?
 - a. Hunger
 - b. Improved wellness
3. How do cultural influences affect food choices?
 - a. Religion
 - b. Holidays
4. How do social and psychological influences affect food choices?
 - a. Family
 - b. Friends
 - c. Mass media

5. What are recent food product trends?
 - a. Health/Functional foods
 - b. Convenience
 - c. Great taste

Assured Experiences:

Students will view video “Multicultural Feast” and complete worksheet.

Students will research a favorite family recipe.

Students will prepare family recipes from various cultures.

Students will complete worksheets from text.

Text Book:

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2000.

Audio Visual Materials

“Multicultural Feast

Time Allocation - One Week

UNIT SIX
Careers in Food Production and Services

"Cooking is one of the oldest arts and one which has rendered us the most important service in civic life."

Jean-Anthelme Brillat-Savarin (1755-1826)

Performance Standards:

Food Science, Dietetics, and Nutrition

- 9.1.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.

9.1.3 Examine education and training requirements and opportunities for career paths in food science, dietetics, and nutrition.

Hospitality, Tourism, and Recreation

10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation.

Essential Questions:

What are the education and training requirements for career paths in food science, dietetics, and nutrition?

What are the opportunities in food science, dietetics, and nutrition?

What information do we need to examine career paths within the hospitality, tourism and recreation industry?

Focus Questions: (Student Objectives)

Following completion of this unit, students will be able to answer the following questions:

- Develop an awareness of careers in the foodservice industry.
- Identify career opportunities in food related fields.
- Describe three general career areas in the field of foods.
- Analyze educational requirements for careers in foods and nutrition.

Content: Scope and Sequence

1. What are some common careers in the food science, dietetics, and nutrition industry?
 - Pastry chef, chef, caterer, baker, restaurant owner, flight attendant, executive chef, school lunch program director, hotel manager, dietitian, etc.
2. What are Food Handling Careers in the Food Industry
 - Food purchaser, quality control supervisor, butcher, food wholesaler, marketing executive, health inspector, agricultural engineer, advertising manager, etc.
3. What are Food-Related Careers in Education and Business
 - Food technician, research assistant, nutrition assistant, food photographer, food designer, food stylist, food editor, dietetic technician, food technologist, nutritionist, teacher, test kitchen supervisor, etc.

Assured Experiences:

- Students will be able to list three career areas in food science, dietetics and nutrition.
- Students will be able to identify education requirements for three career areas in the field of foods.
- Students will participate in class and groups discussions pertaining to career areas in the field of foods.
- Students will complete worksheets after viewing videos pertaining to career areas in the field of foods. (Appendix)
- Students will participate in discussion with speaker from Johnson and Wales University

Resources

Text Book:

Guide to Good Food, Velda L. Lange & Deborah L. Bence, The Goodheart-Wilcox Company, Inc., 2005.

Audio Visual Materials

“Careers in Retail, Tourism, Recreation & Entrepreneurial”, (1999), Connecticut Business & Industry Association, Connecticut State Department of Education.

“The Culinary Institute of America”, (2000), 1946 Campus Drive, Hyde Park, NY 12538-1499. 1-800-CULINARY. www.ciachef.edu.

“In Good Taste...Careers in Food Science”, (2001), Institute of Food Technologists. Video Placement Worldwide, 25 2nd Street, St. Petersburg, FL 33701.

“Professional Careers in the Food Industry”, Meridian education corporation, 236 E. Front Street, Bloomington, IL 61701. 1-800-727-5507, FAX- (309) 727-5507. meridian@meridianeducation.com.

Speakers

Johnson and Wales University, Student Culinary or Pastry Chef demonstrator.

Time Allocation – One Week

COURSE CREDIT

This course meets every day for one half of the year. The student will earn $\frac{1}{2}$ credit upon successful completion of the course requirements.

PREREQUISITES

There are no prerequisite classes for this course.

TEXT AND RELATED RESOURCES

Listed in Units



CULINARY I

Core Values and Beliefs: The Trumbull High School Community, which engages in an environment conducive to learning, believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities that address **problem-solving through critical thinking**. Students will **use technology as a tool in decision making**. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage **independent thinking and learning**. We believe **ethical conduct** to be paramount in sustaining our welcoming school climate.

Culinary I 503 COURSE DESCRIPTION

Learn about basic food preparation, cooking procedures and techniques, kitchen equipment, etiquette and culinary terms. MyPlate, and nutrient content are discussed with various recipes .

TEXT

Guide to Good Food, Velda L. Lange & Deborah L. Bence, Goodheart – Wilcox Company, Incorporated, 2005.

COURSE CONTENT

- Safety and Sanitation
- Kitchen Equipment and Cutlery
- Abbreviations & Equivalents in Food Preparation

- Food Preparation Terminology
- Measuring Accurately
- Kitchen Work Habits and Time Management

- Table Setting and Etiquette
- Culinary Terms and Techniques
- Microwave Cooking

- Quick Breads and Yeast Breads
- Fruits and Vegetables
- Whole Grains

GOAL OF COURSE

Learn the basics of culinary to use in everyday life.

GRADING PER MARKING PERIOD

Exams	25%
Folder Check	25%
Food Lab Grades and Lab Records	25%
Project	25%

Rubrics: Independent Learners and Thinkers, Problem Solve Through Critical Thinking, and Social and Civic Expectations.

Rubrics will be reported as exemplary, goal, needs support or working toward goal.

Instructor – Mrs. Mary Anne Davis

Davism@trumbullps.org

C-House office – 452-4518

APPENDIX

Name _____

Period _____



DAILY FOOD LOG

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
Breakfast							
Lunch							
Dinner							
Snacks							

Don't forget beverages and amounts. Record everything that you consume.

Name(s) _____

Period _____

Date _____



HEALTHFUL EATING BROCHURE

You will be creating a teenager friendly brochure containing tips for healthful choices when eating out at fast food and other restaurants. Search for current articles related to this topic. These must be *legitimate health articles* with an author or organization. No personal opinion on the internet! Keep your audience in mind and design the brochure to catch their attention. Read the list of required elements below carefully, and examine the rubric as well, to make sure that you will do the best possible job.

1. Research at least four articles on healthful eating at restaurants. Please print your article out using "**print version**" and attach it to your rubric to hand in with brochure. Highlight all tips in your articles before choosing the 15 to use. **Do not staple rubric to brochure!**
2. Give at least 15 ways that a person can eat healthful foods when eating out. Explain your tips and give alternative choices.
3. Follow the instructions and create a tri-fold brochure using either Microsoft Word or Microsoft Publisher.
4. Use clip art, images, different fonts, etc. to increase interest.
5. Site all sources and your name on the back page of the brochure. **Use MLA format. Do not just give the website!! Be sure to put your work cited in alphabetical order.**
6. You may work alone or with one partner.

7. Due date _____
 Name(s) _____ Period _____

Rubric for the Healthful Eating Brochure

Item	Possible Points	Student Evaluation	Teacher Evaluation	Comments
Appropriate articles used. Tips highlighted . Copy of your articles attached to rubric. <i>(print version only)</i>	15			

Contains at least 15 useable tips (explained)	30			
Brochure has proper format (cover, cites) Name(s) on back	10			
Visually enticing to teens	10			
Neatly done and error free (spelling, grammar)	5			
All 4 sources cited <i>MLA style- alphabetical</i> <i>Order Not just</i> <i>website!</i>	10			
Handed in on time Rubric completed	20			
Total	100			



PRINTING YOUR BROCHURE
DOUBLE SIDED

FILE
PRINT
CHOOSE COLOR PRINTER
PROPERTIES
FINISHING
BOTH SIDES

CALLING ALL TRUMBULL COOKS PROJECT!!



1. Choose a **family recipe** that you enjoy and think that the class will enjoy. Ask mom, call grandma or aunts and cousins. Find the family recipe that you want to continue to pass down in your family.
2. **No desserts** unless you would like to hand in an extra recipe for extra credit. Then you may choose a dessert.
3. **Bring** the recipe or recipes **to class** and have them approved.
Due _____
4. **Type** each recipe on only **one side** of the paper with the same format of our recipes in Chefs. (I do not want 2 pages - do two sided if necessary) No stapling. Use **clip art or an image** similar to our Chefs recipes.
5. The recipe must be typed and easy to follow! **Bring in 2 copies.**
6. Find out **how the recipe began** in your family and if it is tied to your **family culture**. This is an opportunity to pass on some **culinary history** and **family heritage**. Type at least two paragraphs to tell about the recipe and why you chose it.

Suggestions for paper:

Who prepares this recipe in your home? When does your family prepare it? Holidays? Everyday? Do you take it to family events? Do you only prepare it during a particular season? Who gave it to you? Who prepares it for the family? Is there a secret or unique ingredient? Any special equipment? Where did the recipe originate? How did it begin in your family? Does everyone enjoy it? Do people outside of the family like it? Does it relate to the geography of a country? Is there any cultural or religious significance?



Calling All Trumbull Cooks Rubric

Name _____

Period _____

Recipe(s) chosen

	Possible Points	Student Assessment	Teacher Assessment
1. Typed recipe(s) for 2-day lab with clear, easy instructions. (may need to double recipe) Hand in 2 copies.	25	_____	_____
One page only per recipe.	10		
Clipart.	10		
2. Family background information	40	_____	_____
3. Recipe handed in on time	10	_____	_____
4. Rubric completed and paper clipped to recipe (s)	5	_____	_____
Total	100	_____	_____
Extra credit	10	_____	_____

N

Name _____ Period _____

FOOD PREPARATION TERMS MATCHING

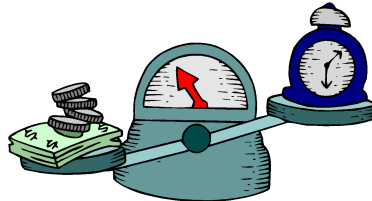


- A. Bake _____ To lightly sprinkle the surface of a food with sugar, flour, or crumbs.
- B. Beat _____ To cut into very small cubes of even size.
- C. Blend _____ To cook in a large amount of hot fat.
- D. Deep-fry _____ To cut into small pieces.
- E. Bread _____ To cut or chop into very fine pieces.
- F. Grate _____ To add herbs, spices, or other ingredients to a food to increase the flavor of the food.
-
- G. Julienne _____ To beat quickly and steadily by hand with a whisk or rotary beater.
- H. Stir-fry _____ To soak in hot liquid.
- I. Sliver _____ To cut into small squares of equal size.
- J. Preheat _____ To cook in a small amount of hot fat.
- K. Cream _____ To use small pieces of aluminum foil to cover areas of a food that might become overcooked in a microwave oven.
-
- L. Dust _____ To cook in the oven with dry heat.
- M. Mince _____ To cut into long slender pieces.
- N. Whip _____ To cook one food or several foods together in a seasoned liquid for a long period of time.
- O. Shield _____ To cook uncovered under a direct source of heat.
- P. Season _____ To soften solid fats, often by adding a second ingredient, such as sugar, and working with a wooden spoon or an electric mixer until the fat is creamy.
-
- Q. Stew _____ To put through a sieve to reduce to finer particles.
- R. Chop _____ To heat an appliance to a desired temperature about 8-10 minutes before it is to be used.
- S. Fry _____ To soak meat in a solution containing an acid, such as vinegar or tomato juice, that helps tenderize the connective tissue.
- T. Steam _____ To cook foods quickly in a small amount of fat over high heat while stirring constantly.
-
- U. Broil _____ To coat with dry bread or cracker crumbs.
- V. Cube _____ To mix ingredients together with a circular up and down motion using a spoon, whisk, or rotary or electric beater.
- W. Steep _____ To reduce a food into small bits by rubbing it on the sharp teeth of a utensil.
- X. Boil _____ To stir ingredients until they are thoroughly combined.

Y. Marinate _____ To cut food into thin, stick-sized strips.
 Z. Sift _____ To cook with vapor produced by a boiling liquid.
 AA. Dice _____ To cook in liquid 212° F (100°C)

Name _____

Period _____



Abbreviations-Equivalents

Pound - _____
 Ounce _____

Tablespoon - _____

Teaspoon - _____

Cup _____

Hour

1 tablespoon = _____ teaspoons
 _____ tablespoons

1 cup =

1 quart = _____ cups
 _____ tablespoons

1/3 cup =

1 stick butter or margarine = _____ c.

1 cup = _____ pint(s)

¼ cup = _____ tablespoons
 ounces

1 pound = _____

Divide in half:

1 ½ c. = _____

½ c. = _____

2/3 tsp. = _____

Name _____



Draw a basic place setting. Include placemat, fork, knife, spoon, plate, cup and saucer, glass and napkin. (make blade of knife and other details clear when drawing)

Add dessert spoon and fork. (Consider the direction that they are each facing!)

This is worth 15 points.

Extra credit - If you are preparing a recipe that calls for $\frac{1}{3}$ cup of flour and you want to cut the recipe in

half, how would you **measure** the amount of flour needed for the recipe? (You may have 4 steps to calculate the answer)

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