**Shamokin Secondary**

# **Course Overview**

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| **Course:** Food Prep **Teacher**: Certified Family and Consumer Sciences Teacher |

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| **Course Introduction:**  Food Prep is a course designed to introduce students to various skills and techniques used in daily food preparation. Students learn the importance of teamwork, time management and cooperation through hands-on activities that enhance instructional lessons. The International portion of this course provides students with an awareness of different countries customs, cultures, traditions and their effects on their culinary styles.  This course includes a concentration of food preparation skills while recognizing the need to improve the nutritional wellbeing of the students. Some of the units covered include: Cookies, Eggs, Soups, Vegetables, Pastries, Fruits, Grains, Dairy, Meats, and Pastas. Students learn the importance of working as a team and time management skills.  International Cooking students will study nine countries and their culture, customs, food traditions, and history. Students will sample and prepare food using each country’s culinary style. | **Course Text or Student Materials:**   * Recipes and Ingredients for each Unit * Teacher-created Notes and Worksheets for each Unit * Kitchen Cooking and Cleaning Supplies * School-provided Laptops for internet access * World Map * Country Worksheets & Recipes |

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| **Units of Study:**  **Kitchen Safety**   * Rules & Responses * Sanitation of Food & Environment * Time Management * Job Titles & Duty Sheets | **Student Objectives:**  The student will be able to:   * Understand the safety and sanitation issues that are present when working in a kitchen * Identify safety rules and appropriate responses to unsafe situations * Practice habits to ensure a sanitary cooking environment * Analyze strategies to manage time in class * Understand the preparation and cleaning duties needed per lab to be completed by a group | **Standards/Anchors:**  **11.3.9 F:** Hypothesize the effectiveness of the use of meal management principles (E.g., time management, safety, sanitation)  **14.4.1:** Analyze conditions that promote safe food handling  **14.4.2:** Analyze safety and sanitation practices  **14.4.5:** Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention |

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| **Units of Study:**  **Kitchen Basics**   * Kitchen Tools & Equipment * Measuring Tools & Techniques * Reading a Recipe * Cooking Terms | **Student Objectives:**  The student will be able to:   * Recognize types of kitchen tools and their uses * Differentiate between a dry measuring cup, liquid measuring cup, and a measuring spoon * Practice measuring ingredients using each tool * Analyze the components of a basic recipe, including ingredients, directions, cooking terms, and safety techniques | **Standards/Anchors:**  **11.3.3 F:** Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques) |

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| **Units of Study:**  **The Food Pyramid / My Plate**   * Basic Understanding * Daily Requirements * Exercise * Analyzing Meals * Reading Labels * Diet Critique & Modifications | **Student Objectives:**  The student will be able to:   * Recognize the layout of the food pyramid and MyPlate * Identify the food groups and examples for each category * Analyze recommended daily servings of each food group * Critique their current diet and improve it according to dietary guidelines * Analyze exercise habits and their role in overall health | **Standards/Anchors:**  **11.3.12 B:** Evaluate sources of food and nutrition information  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.2.4:** Analyze sources of food and nutrition information, including food labels, related to health and wellness  **14.3.1:** Apply current dietary guidelines in planning to meet nutrition and wellness needs |

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| **Units of Study:**  **Vegetables**   * Daily Servings * Nutritional Value * Types of Vegetables * Colors & Vitamins * Ways to Serve | **Student Objectives:**  The student will be able to:   * Identify the daily recommended servings based on age * Identify the nutritional value of different types of vegetables * Categorize the different types of vegetables according to their components * Understand the relationship between colors of vegetables and specific vitamins/nutrients * List ways to add variety into a diet with different vegetables * Sample different types of vegetables * Prepare vegetables in a variety of different ways | **Standards/Anchors:**  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Fruits**   * Daily Servings * Nutritional Value * Types of Fruits * Colors & Vitamins * Ways to Serve | **Student Objectives:**  The student will be able to:   * Identify the daily recommended servings based on age * Identify the nutritional value of different types of fruits * Categorize the different types of fruits according to their seed location * Understand the relationship between colors of fruits and specific vitamins/nutrients * List ways to add variety into a diet with different fruits * Sample different types of fruits * Prepare fruits in a variety of different ways | **Standards/Anchors:**  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Grains**   * Daily Servings * Nutritional Value * Types of Grains * Advantages/Disadvantages of each type * Parts of a Grain * Ways to Serve | **Student Objectives:**  The student will be able to:   * Identify the daily recommended servings based on age * Identify the nutritional value of different types of fruits * Understand the difference between whole grains and refined grains * Compare the advantages and disadvantages of types of grains * Recognize the parts of a grain * List ways to add variety into a diet with different grains * Prepare grains in a variety of different ways | **Standards/Anchors:**  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Proteins**   * Daily Servings * Nutritional Value * Types of Proteins * Eggs * Use of Proteins in the Body * Ways to Serve | **Student Objectives:**  The student will be able to:   * Identify the daily recommended servings based on age * Identify the nutritional value of different types of proteins * List ways to add variety into a diet with different proteins * Understand why the egg is called ‘the incredible edible egg’ * Identify the 9 functions of an egg * Create foods to demonstrate each function of the egg | **Standards/Anchors:**  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Dairy**   * Daily Servings * Nutritional Value * Types of Dairy Products * Milk * Ways to Serve | **Student Objectives:**  The student will be able to:   * Identify the daily recommended servings based on age * Identify the nutritional value of different types of dairy products * List ways to add variety into a diet with different dairy products * Analyze the nutritional value and ways of preparation for the different types of milk and cheese * Compare tastes & textures of different types of milk and cheese * Use dairy products to create a variety of recipes | **Standards/Anchors:**  **11.3.12 E:** Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body  **11.3.12 F:** Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Herbs / Spices**   * Types of * Categories of Herbs/Spices * Herbs/Spices Around the World * Seasoning Blends * Tasting & Differentiating * Use in Recipes | **Student Objectives:**  The student will be able to:   * Recognize both common and unique herbs and spices * Categorize different types of herbs and spices * Discuss the origin and presence of herbs/spices in different cultures and countries * Discuss seasoning blends and their presence in recipes * Compare taste and texture of herbs and spices * Use herbs/spices in a recipe | **Standards/Anchors:**  **14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Cookies**   * Types of * Cookies in History * Ingredients & their Functions * Recipes & Practice | **Student Objectives:**  The student will be able to:   * Discuss different types of cookies and their appearance, tastes, and textures * Discuss the presence of cookies throughout history * Analyze the basic ingredients in their cookies and their functions in the baking process * Create different types of cookie recipes | **Standards/Anchors:**  **14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Pastries/Pies**   * Types of * Crust Types & Techniques * Steps of Making a Pie * Pie Making Practice | **Student Objectives:**  The student will be able to:   * Discuss different types of pastries/pies and their appearance, tastes, and textures * Discuss different types of crusts and their preparation * Prepare an entire pie, including crust and filling, using step-by-step instructions | **Standards/Anchors:**  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Soups**   * Categories * Examples * Soups Around the World * Ways to Prepare * Recipes & Practice | **Student Objectives:**  The student will be able to:   * Discuss different types of soups and their appearance, tastes, and ways of preparation * Discuss the presence of soup in different cultures and countries * Create recipes to demonstrate each type of soup | **Standards/Anchors:**  **14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **Holiday Foods**   * Cultural & Family Celebrations * Halloween Traditions & Recipes * Thanksgiving Traditions & Recipes * Christmas Traditions & Recipes * Easter Traditions & Recipes * Cinco De Mayo Traditions & Recipes | **Student Objectives:**  The student will be able to:   * Compare and contrast their own holiday traditions with those of other cultures and families * Discuss Halloween, Thanksgiving, Christmas, Easter, and Cinco De Mayo traditions from around the world * Create common holiday recipes and replicate their celebrations | **Standards/Anchors:**  **14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices  **14.1.4:** Analyze the effects of global, regional, and local events and conditions on food choices and practices  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Units of Study:**  **International Cooking**   * Foods of the World * Parts of a Meal   *(Rotating for each new country)*   * Country Study * Geography * Culture * Foods, Cooking Styles & Influences * Part of a Meal Recipes & Preparation | **Student Objectives:**  The student will be able to:   * Discuss the origin place of popular foods * Differentiate between the different parts of a meal - Appetizer, Side Dish, Main Entree, Beverage, and Dessert * Describe the location, culture, and characteristics of a chosen country * Research the foods, cooking styles, and the influences on cuisine in a chosen country * Create an authentic recipe for an assigned part of the meal and share with the class | **Standards/Anchors:**  **8.1.9 D:** Analyze and interpret historical research   * Facts, folklore, and fiction   **14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices  **14.1.3:** Investigate the governmental, economic, and technological influences on food choices and practices  **14.1.4:** Analyze the effects of global, regional, and local events and conditions on food choices and practices  **14.3.3:** Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product |

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| **Instructional Plan:**  A typical class will begin with the completion of the Bell Ringer, and then a review of the classwork that was covered in previous class periods. The majority of each class period will be devoted to either lecture, group or independent work, and/or laboratory and computer activities. The instructor will be utilizing a variety of instructional resources to reinforce and differentiate the instruction for the varying levels of students in the class.  Students will be guided through problem-solving and adaptive strategies for each unit, and will then spend the majority of the unit working in small groups on various cooking lab activities.  Students will be assessed regularly through quizzes and exams. In addition, students will be assessed through regular, in-formal observation by the classroom teacher based on their ability to both participate in a group setting and to practice basic cooking and sanitation strategies. A comprehensive project/lab will be administered upon completion of the course. |

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| **Student Assistance:**  Teacher will be available for additional tutoring or instruction before/and or after school, as well as during class time and study hall. Students may utilize teacher websites as well as Google Classroom for accessing resources. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor. |

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| **Assessments and Evaluation:**  Formal and Informal Assessments:   * Cooking Lab Activities * Group Participation * Quizzes * Unit Tests * Unit Notes * Class Discussions * Unit Projects * Computer activities * Checking for understanding | **Grading:**  Numerical percentages will be calculated by using a point system.  Progress reports will be issued twice each marking period.  Report cards will be issued quarterly. | **Homework/Procedures:**  Homework will be assigned on an as needed basis.  Students will be able to seek help either before or after school if necessary to complete the homework. |

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| **Student and Parent Communication:**  A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of three parent communications each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards. |

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| Student Expectations and Classroom Rules of Conduct  Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines. |