

COMMUNITY UNIT SCHOOL DISTRICT 200

Introduction to Culinary Arts and Nutrition 1 High School – One Semester Level - Intermediate

- 1. Subject Expectation (State Goal 22)** **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

Essential Learning 1 (Learning Standard B)	Define and explain the factors that influence health among us Use acceptable sanitary standards for handling food products and equipment
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| Critical Content | 22.B.5 | a. explore how public health policies, law and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations) |
| | * | b. apply standards of FATTOM (food, acid, time, temperature, oxygen and moisture) in prevention of food poisoning |
| | 22.A.3a | c. demonstrate personal hygiene standards necessary for food handling and safety |
| | * | d. differentiate between food spoilage and food poisoning |

Essential Learning 2*	Use acceptable safety procedures for equipment applications and procedures
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| Critical Content | 22.A.3c | a. recognize and apply safety procedures to avoid safety hazards in a kitchen setting |
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| | 22.A.4c | b. discuss and demonstrate how to select, use, and maintain kitchen equipment |
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- 2. Subject Expectation** **The student will understand and demonstrate nutrition and wellness practices that enhance individual and family well-being.**

Essential Learning 1	Understand the <i>Food Guide Pyramid</i> and the nutrients upon which this system is based
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| Critical Content | 23.A.4 | a. name and differentiate the functions of the six major nutrients |
| | | b. recognize food sources of nutrients |
| | * | c. explain basic chemical properties of nutrients |
| | | d. explain how the body uses food to produce energy |
| | * | e. analyze and evaluate food additives |

Essential Learning 2*	Understand the principles of <i>The Dietary Guidelines for Americans</i>
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| Critical Content | | a. analyze diet based on the food pyramid and the dietary guidelines using a software program and technology |
| | | b. design and plan a simple weekly menu based upon the food pyramid and the dietary guidelines |

Essential Learning 3 *	Develop an understanding of the USDA food label
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| Critical Content | 22.B.5 | a. read and understand food product labels to answer nutritional questions |
| | | b. compare and contrast nutritional content of cereal labels based on The Dietary Guidelines |

3. Subject Expectation The student will demonstrate principles of cooking.

Essential Learning 1	Understand menu and culinary terminology
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| Critical Content | 1.B.4c | a. use information to form, explain, and support questions |
| | | b. identify and analyze vocabulary necessary to understand directions |
| | * | c. apply appropriate techniques for a variety of food production processes |
| | * | d. explain terminology used to describe the physical properties desired in end-products |

Essential Learning 2*	Demonstrate equipment needed for efficient, safe, and economical food production
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| Critical Content | 22.A.3c | a. demonstrate safety procedures and requirements for using and maintaining food production tools |
| | | b. identify and use the appropriate utensil or equipment for required task |

Essential Learning 3	Apply knowledge and skills necessary to produce basic recipes
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| Critical Content | 1.C.4c | a. learn specific nutritional, storing, and purchasing facts associated with the following foods: |
| | | • fruits |
| | | • vegetables |
| | | • cereals |
| | | • grains |
| | | • eggs |
| | | • milk |
| | | • cheese |

**4. Subject Expectation
(State Goal 6)**

The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations, (addition, subtraction, multiplication, division), patterns, ratios, and proportions.

Essential Learning 1 (Learning Standard D)	Solve problems using comparison of quantities and ratios
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| Critical Content | 6.D.4 | a. solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents |
| | 7.A.3a | <ul style="list-style-type: none">• produce food products using either metric or standard measurement procedures• understand differences of volume<ul style="list-style-type: none">- US standard measuring devices- standards of measurement accuracy• apply standards of accuracy and precision in evaluation of results |
| | 7.A.3a | b. understand and use ratios and proportions |
| | | c. make real-life connections and applications of mathematical principles |

5. Subject Expectation

The student will demonstrate skills necessary for successful teamwork experience

Essential Learning 1*	Demonstrate the relationship of individual tasks to overall work flow and food production
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| Critical Content | * | a. evaluate effective conflict prevention and management techniques |
| | 21.A.3a | b. demonstrate a work environment that provides safety and security |
| | 21.A.5 | c. demonstrate teamwork and leadership skills |
| | | d. evaluate time and sequential skills necessary to both plan and complete lab experience |
| | 21.B.5 | e. demonstrate cooperative responsibility for the food product, safety and sanitation, and cleanup |
| | * | f. evaluate end product and team functioning |

Essential Learning 2*	Demonstrate appropriate etiquette for a variety of situations
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| | 21.A.5 | a. demonstrate standards that guide behavior in interpersonal relationships <ul style="list-style-type: none">• formal• informal |
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**6. Subject Expectation
(State Goal 4)**

The student will listen and speak effectively in a variety of situations.

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.4d | a. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict |
| | | b. communicate clearly and fluently while speaking |
| | 4.A.3c | c. respond to oral directions including vocabulary and concepts |
| | | d. demonstrate communication skills that contribute to positive relationships |
| | 4.A.3a | e. listen attentively and courteously |