

Blackhawk School District

CURRICULUM

Course Title:	Intro to Foods
Course Number:	1109
Grade Level(s):	9th and 10th
Periods Per Week:	5
Length of Period:	40
Length of Course:	90
Credits:	.5
Faculty Author(s):	Megan Bailey, Betty Krestel, Shannon Parish
Date:	May 2008; Revised May '09

COURSE DESCRIPTION:

Step up from the culinary skills you learned in related arts. Practice more in-depth food preparation techniques with a wider range of recipes and work with many different kitchen appliances to help cultivate independent food preparation skills. This course is offered to interested students in 9th or 10th grade.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p>I. Pre-lab procedures A. Introductory Activity B. Lab procedures C. Kitchen Centers D. Kitchen Responsibilities E. Table setting F. Group organization G. Introductory Recipe</p> <p>RA – Students will read and underline talking to the text about table settings.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Balancing Work, Family, and Community Responsibility</p> <p>11.2.12.C Analyze teamwork and leadership skills and their application in various family and work situations</p> <p>11.2.12.H Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>Students will identify the location of items in the kitchen.</p> <p>Students will organize for labs with lab procedures and kitchen responsibilities.</p> <p>Food Science and Nutrition</p> <p>11.3.12.. 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</p> <p>Students will practice methods of table setting.</p>	<p>13 days</p>	<p>Teacher made resources</p>	

<p>II. Measuring</p> <p>A. Measuring equipment</p> <p>B. Types of ingredients</p> <p>C. Methods of measuring</p> <p>D. Food / Store equivalents</p> <p>E. Abbreviations</p> <p>F. Teacher demonstration of measuring</p> <p>G. Student demonstration of measuring</p> <p>H. Recipe preparation with measuring techniques</p> <p>RA – Students will re-read recipe and prepare questions or comments prior to every lab for the class.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Food Science and Nutrition</p> <p>11.3.12.. 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</p> <p>Students will identify types of measuring equipment.</p> <p>Students will identify types of ingredients and the method of measuring.</p> <p>Identify abbreviations and equivalents used in food preparation.</p> <p>Students will prepare a recipe using measuring techniques.</p>	<p>12 days</p>	<p>Teacher made resources</p> <p>Text: <i>Guide to Good Food</i> Chapter 12</p> <p>CD- Power point presentation : Kitchen Math and measuring</p> <p>Video: Kitchen Math: measuring</p>	
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<p>II. Large and small appliances</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Food Science and Nutrition</p> <p>11.3.12.. 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</p> <p>Hypothesize the effectiveness of the meal management principles.</p> <p>Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p>	<p>25 days</p>	<p>Text: <i>Guide to Good Food</i> Chapter 8</p> <p>Appliance Use and Care booklet for all appliances</p>	
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<p>A. Range top</p> <ol style="list-style-type: none"> 1. Safety 2. Identify Parts 3. Care and cleanliness 4. Proper usage 5. Cooking methods and techniques 6. Recipe preparation <p>RA – Students will read and underline important facts in reading about the range. Students will talk to the text about each reading.</p>	<p>Students will practice proper usage, safety, identify parts, care and cleanliness, and cooking methods and techniques using the range top.</p> <p>Students will prepare 1 – 3 recipes using the information learned about range tops.</p>		<p>Teacher made resources</p>	
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<p>B. Oven</p> <ol style="list-style-type: none"> 1. Safety 2. Identify Parts 3. Care and cleanliness 4. Proper usage 5. Cooking methods and techniques 6. Recipe preparation <p>RA – Students will read and underline important facts in reading about the range. Students will talk to the text about each reading.</p>	<p>Students will practice proper usage, safety, identify parts, care and cleanliness, and cooking methods and techniques using the oven.</p> <p>Students will prepare 1 – 3 recipes using the information learned about oven.</p>		<p>Teacher made resources</p>	
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<p>C. Broiler</p> <ol style="list-style-type: none"> 1. Safety 2. Identify Parts 3. Care and cleanliness 4. Proper usage 5. Cooking methods and techniques 6. Recipe preparation <p>RA – Students will read and underline important facts in reading about the range. Students will talk to the text about each reading.</p>	<p>Students will practice proper usage, safety, identify parts, care and cleanliness, and cooking methods and techniques using the broiler.</p> <p>Students will prepare 1 – 3 recipes using the information learned about broiler.</p> <p>Describe safe food handling techniques when broiling meats.</p>		<p>Teacher made resources</p>	
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<p>D. Mixer</p> <ol style="list-style-type: none"> 1. Safety 2. Identify Parts 3. Care and cleanliness 4. Proper usage 5. Mixer methods and techniques 6. Recipe preparation 	<p>Students will practice proper usage, safety, identify parts, care and cleanliness, and mixer methods and techniques using the mixer.</p> <p>Students will prepare 1 – 3 recipes using the information learned about mixer.</p>		<p>Teacher made resources</p>	
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<p>E. Microwave</p> <ol style="list-style-type: none"> 1. Safety 2. Identify Parts 3. Care and cleanliness 4. Proper usage 5. Mixer methods and techniques 6. Recipe preparation 	<p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>11.3.12.A Analyze how food engineering and technology trends will influence the food supply.</p> <p>Students will practice proper usage, safety, identify parts, care and cleanliness, and cooking methods and techniques using the microwave.</p> <p>Students will prepare 1 – 3 recipes using the information learned about the microwave</p>		<p>Video: <i>Zap it</i></p> <p>Teacher made resources</p>	
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<p>III. Leavening Agents</p> <p>A. Leavening Gases</p> <p>1. Types</p> <p>2. Recipe preparation</p> <p>B. Chemical Leavening Agents</p> <p>1. Types</p> <p>2. Recipe preparation</p> <p>RA – Create a graphic organizer with leavening gases and chemical leavening agents</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>Students will prepare 1 – 3 recipes using different leavening agents.</p>	<p>12 days</p>	<p>Text: <i>Guide to Good Food</i> Chapter 22</p> <p>Teacher made resources</p>	
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<p>IV. Quick breads</p> <p>A. Selecting and storing baked products</p> <p>B. Ingredients for baked products</p> <p>C. Types of quick breads</p> <p>D. Mixing Methods for baked products</p> <p>E. Food science principles of preparing quick breads</p> <p>F. Preparation of baked products</p> <p>1. Soft dough</p> <p>2. Drop batter</p> <p>3. Pour batter</p> <p>RA- Create a Venn diagram comparing and contrasting biscuits and muffins.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Identify convenience forms of baked product, cost and storage.</p> <p>Identify ingredients and function of the ingredients.</p> <p>Characterize types of quick breads .</p> <p>Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>Students will prepare 3 – 6 recipes using various methods of preparation to prepare quickbreads.</p>	<p>15 days</p>	<p>Text: <i>Guide to Good Food</i> Chapter 22</p> <p>Teacher made resources</p> <p>Videos: <i>Best of Muffins</i></p> <p><i>Baking Powder Biscuits</i></p> <p>Baking Basics: Quick Breads</p>	
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<p>IV. Cookies</p> <p>A. Kinds of Cookies</p> <p>B. Cookie Ingredients</p> <p>C. Mixing Methods for Cookies</p> <p>D. Techniques for preparing cookies</p> <p>E. Pans for baking cookies</p> <p>F. Microwaving cookies</p> <p>G. Storing Cookies</p> <p>H. Nutrient Contributions</p> <p>RA – Students will identify purpose of ingredients, techniques, and answer two questions using information learned about cookies concerning a specific recipe.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Food and Nutrition</p> <p>11.3.12.A. Analyze how food engineering and technology trends will influence the food supply.</p> <p>Hypothesize the effectiveness of the use of meal management principles.</p> <p>11.3.12.G. Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>Identify types of cookies.</p> <p>Identify ingredients and function of the ingredients.</p> <p>Characterize the mixing methods and techniques used to prepare cookies.</p> <p>Describe methods to use pans for baking.</p> <p>Discuss the types of cookies best microwave and how to microwave.</p> <p>Describe the ways cookies are stored for freshness.</p> <p>Discuss nutrient contributions for cookies.</p> <p>Students will prepare 3 – 6 recipes using various methods of preparation to prepare cookies.</p>	<p>13 days</p>	<p>Text: <i>Guide to Good Food</i> Chapter 23</p> <p>Teacher prepared materials</p> <p>Video: <i>Baking Basics: Cookies</i></p>	
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