

Foods 1 Syllabus

Teacher: Mrs. Goedken

Room A128

<http://fcs512.weebly.com/>

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Course Description

Foods I will develop skills in food preparation. Students will explore food selection, purchasing, preparation, safety and sanitation, and careers. Lab work will promote nutrient retention, culinary techniques, quality food product, and maximize the use of time and financial resources. Lab experience will develop teamwork, cooperation, communication, and negotiation by preparing recipes with fruits and vegetables, dairy products, eggs, and other foods.

Rules/Expectations

Respect	Engagement	Integrity
❖ Do not use cell phones and/or other electronic devices during class time.	❖ Come to class on time. prepared – paper, folder, writing utensil, assignment notebook and any other necessary materials.	❖ Cheating will not be tolerated. Cheating will result in a zero.
❖ Be respectful of everyone and everything.	❖ Pull your own weight – do your fair share in the lab.	❖ It is your responsibility to make up work when absent, talk to the teacher or see the class website.
❖ Keep the room neat and clean.	❖ Come to class prepared – paper, folder, writing utensil, agenda and any other necessary materials.	
❖ Be willing to compromise		
❖ Avoid put downs, inappropriate language and inappropriate behavior.		

Topics/Schedule

Unit 1 – 5 ½ weeks

C-1 Cultural Foods
 C-7 Kitchen Principles
 C-10 Etiquette and Manners
 C-8 Recipes
 C-9 Cooking Methods
 TEST

Unit 2 – 3 weeks

C-2 Nutrients
 C-3 Food Guidelines
 C-4&11 Meal Planning
 C-12 Grocery Shopping
 TEST

Unit 3 – 3 ½ weeks

C-16 Fruits and Vegetables
 C-17 Grains and Pasta
 TEST

Unit 4 – 4 ½ weeks

C-18 Dairy and Eggs
 C-21 Quick Breads and Cookies
 C-24 Beverages and Spices
 C-25 Careers
 TEST

Foods 1 Grading

Title	Points Worth	Title	Points Worth
Safety & Sanitation Contract	0.5	Unit 3 Test Corrections	0.5
Quiz #1	3	Unit 4 Test Part 1	5
Unit 1 Test Part 1	5	Unit 4 Test Part 2	5
Unit 1 Test Part 2	5	Unit 4 Packet	5
Unit 1 Packet	5	Unit 4 Test Corrections	0.5
Unit 1 Test Corrections	0.5	Final Test	5
Unit 2 Test Part 1	5	Cooking Labs	12
Unit 2 Test Part 2	5	Lab Evaluations	5
Unit 2 Packet	5	Journal	5
Unit 2 Test Corrections	0.5	Lab Plans	6
Unit 3 Test Part 1	5	R.E.I.	1
Unit 3 Test Part 2	5	Semester Evaluation	0.5
Unit 3 Packet	5		Possible Total: 100

Grading Scale

93% - 100%	=	A	78% - 79%	=	C+
90% - 92%	=	A-	73% - 77%	=	C
88% - 89%	=	B+	70% - 72%	=	C-
83% - 87%	=	B	68% - 69%	=	D+
80% - 82%	=	B-	63% - 67%	=	D
			60% - 62%	=	D-
			59% and below is not Passing (F)		

Assessments

- Summative – There will be unit tests/quizzes. Tests will always be announced in advance.
- Book Assignments – There will be chapter assignments throughout the semester that will give you much needed knowledge towards the application of skills.
- Lab Activities- This will be the culmination of all learning that occurs.
- Formative – I will use white boards, discussions, and written assessments that are ungraded to assess student knowledge throughout the units.

Grading Reminders:

- ❖ Grades can change drastically from one assignment/lab to another.
- ❖ All work for the Unit is due on the test day.
- ❖ Powerschool/Canvas has made it easy to routinely check your grades.
- ❖ Keep all your papers until the end of the semester in case there is a grade discrepancy.

Behavior

Inappropriate behavior will be handled as follows:

- a. detention – served in Foods room CLEANING
- b. a visit to the AP Office
- c. an apology to the teacher
- d. an acceptance letter back to the classroom if removed.
- e. Temporary or Permanent removal may occur depending on the incident resulting in no credit for the class.

Instructional Strategies will include individual, group and lab activities which includes student and teacher food preparation presentations, culinary labs and projects. If the opportunity exists, we will work with community members and organizations on special projects.

Lab work & Demo experiences are a major part of the grade in this course. Lab and Demo experiences will include Oatmeal Munchies, Coffee Cake, Apple Crisp, Mashed Potatoes, Vegetable Stir Fry, Carmel Corn, Chex Mix, Orange Julius, Mocha Shakes, and a variety of dishes in the following categories: fruits, vegetables, grains, pasta, dairy, eggs, quick breads, and cookies.

Core Materials Supplementary Texts includes: *FOOD FOR TODAY*, 8th edition, McGraw Hill- Glencoe. 2004

You-tube video presentations and educational media productions will be used to demonstrate specific culinary skills and share nutritional information. Research based websites will be used to explore information relevant to Culinary skills.

Make-up Assignment Policy

Students will be given reasonable time (refer to District Policy #5200) to make up assignments and lab work missed due to excused and/or unexcused absences. **IT IS EXPECTED THAT Students will make up all food labs missed due to any absences. Food labs will be made up at home and a parent/guardian will need to sign the makeup work for the student to receive credit for the lab.** Lab time that is not made up within the 2 weeks of the absence will receive no credit for the day(s) missed. Assignments (including quizzes & tests) will be given an extra day for each day missed, unless it has a prior announced due date, thus it is due when student returns from the absence. **IT IS THE RESPONSIBILITY of the student to talk to the instructor before or after class, or during class study time, concerning all makeup assignments and labs the first day back from an absence.**

Extra Credit

Cooking at home for extra credit is offered. , extra credit is given, it is open to the whole class on specified assignments only after all required projects & assignments are complete.

Foods class:

It is expected that each student will agree to sample a quarter's size of all products prepared for evaluation (NA-allergies). If you have food allergies that will interfere with sampling foods produced, the school nurse needs to be notified, and the teacher will then be made aware of the student's food allergies.

Standards

Standard:	Benchmark:	Competencies:
STANDARD 1: Integrate multiple life roles and responsibilities in family, work, and community settings.	1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
		1.2.2 Demonstrate job seeking and job keeping skills.
		1.2.3 Apply communication skills in school, community and workplace settings.
		1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
		1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
		1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
		1.2.8 Demonstrate work ethics and professionalism.
STANDARD 2: Evaluate management practices related to the human, economic, and environmental resources.	2.1 Demonstrate management of individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time and human capital.	2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
		2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
		2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
	2.4 Evaluate the effects of technology on individual and family resources.	2.4.2 Analyze how media and technological advances affect family and consumer decisions.
STANDARD 8: Integrate knowledge, skills, and practices required for careers in food production and services.	8.1 Analyze career paths within the food production and food services industries.	8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
		8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
		8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
	8.2 Demonstrate food safety and sanitation procedures.	8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
		8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
		8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
		8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
		8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

		8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.
		8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
		8.4.3 Analyze food, equipment, and supplies needed for menus.
		8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.
		8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
		8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
		8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
		8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
		8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
		8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
		8.5.10 Prepare breads, baked good and desserts using safe handling and professional preparation techniques.
		8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
		8.5.12 Demonstrate professional plating, garnishing, and food preparation techniques.
		8.5.13 Examine the applicability of convenience food items.
		8.6.2 Practice inventory procedures including first in/first out concept, date markings, and specific record keeping.
		8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.
	9.1 Analyze career paths within food science, dietetics, and nutrition industries.	9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

		9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
STANDARD 9: Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.	9.2 Apply risk management procedures to food safety, food testing, and sanitation.	9.2.1 Analyze factors that contribute to food borne illness.
		9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
		9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.
		9.2.9 Demonstrate waste disposal and recycling methods.
		9.3.2 Analyze nutritional data.
		9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.
		9.3.6 Critique the selection of foods to promote a healthy lifestyle.
		9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
	9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	9.4.1 Analyze nutritional needs of individuals.
		9.4.4 Construct a modified diet based on nutritional needs and health conditions.
	9.5 Demonstrate use of current technology in food product development and marketing.	9.5.1 Analyze various factors that affect food preferences in the marketing of food.
		9.5.3 Prepare food for presentation and assessment.
		9.5.5 Implement procedures that affect quality product performance.
		9.5.6 Conduct sensory evaluations of food products.
		9.6.2 Implement food preparation, production, and testing systems.
		9.6.3 Apply standards for food quality.
		9.6.4 Create standardized recipes.
		9.6.6 Analyze new products.
Standard 13: Demonstrate respectful and caring relationships in the family, workplace and community.	13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.4 Demonstrate techniques that develop team and community spirit.
		13.5.5 Demonstrate ways to organize and delegate responsibilities.
STANDARD 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.	14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
	14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
		14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

		14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
	14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.	14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
		14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
		14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
	14.4 Evaluate factors that affect food safety, from production through consumption.	14.4.1 Analyze conditions and practices that promote safe food handling.
		14.4.2 Analyze safety and sanitation practices throughout the food chain.
		14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
	14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
		14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.