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ABSTRACT

This curriculum guide was developed for teachers to use in planning and implementing a competency-based high school instructional program in foods and nutrition. It contains materials for a 2-semester course, based on the North Carolina Program of Studies (revised 1992), designed to help students learn about food customs and trends and interpret the relationship of diet to health, nutritional needs of all members of the family, and consumer issues in foods. The eight units of the curriculum cover the following topics: food customs and trends, nutrient requirements and health, management of kitchens and resources, food preparation techniques, leadership and citizenship, special nutritional needs, meal management, and career opportunities. Units include competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 4 state-adopted textbooks, 26 other books, 5 computer software programs, 14 videotapes, and 7 sources for videotapes. (KC)

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Foods and Nutrition

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Home Economics Education
Vocational and Technical Education Services
North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

CF 064 393



Foods and Nutrition

7045

Curriculum Guide

**Issued by
Home Economics Education
Division of Vocational and Technical Education Services
North Carolina Department of Public Instruction
Raleigh, North Carolina 27603
August 1992**

Activities and procedures within
the Division of Vocational and Technical Educational Services are
governed by the philosophy of simple fairness to all.
Therefore, the policy of the Division is that all operations will
be performed without regard to race, sex, color, national origin, or handicap.

INTRODUCTION

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 under Title III, Part B, established resources for Consumer Home Economics Grants. Grants are to result in improved learning opportunities for public school students in grades 7-12 in Consumer Home Economics Education classrooms. The grants are for program development, improvement of instruction and curricula, and support services and activities in Consumer Home Economics Education. The grants are to be innovative, exemplary and have statewide implications. These resources funded the curriculum development for Foods and Nutrition.

The Foods and Nutrition curriculum reflects priorities and emerging concerns at the local, state and national levels to provide a quality learning environment. Its content is correlated with the North Carolina course blueprint. Objectives address all aspects of the industry and basic skills. A matrix shows the correlation of objectives with state-adopted textbooks. Activities to develop skills in leadership and citizenship through the youth organization, FHA/HERO, are integrated throughout the curriculum. The Foods and Nutrition curriculum guide will enable youth to make informed decisions about individual, child, and family nutrition and wellness.

FOREWORD


This new curriculum guide, Foods and Nutrition, will result in students being able to make good choices for themselves and their families.

They will learn about food customs and trends and interpret the relationship of diet to health. They will explore the impact of technology on our food choices and the issues consumers face concerning foods.

Students will look at nutritional needs of the family--from infants to the elderly--and will learn how to adapt meal patterns to meet special nutritional needs, such as family members who are diabetic, overweight, or require low sodium or low cholesterol diets.

This curriculum helps students build and strengthen their foundations in the basic skills. Students will apply what they learned in math, social studies, science, and communications, as they plan, select, and prepare foods.

We hope this guide will be useful to you and to your students.



Bob Etheridge
State Superintendent
of Public Instruction

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Home Economics Education
State Consultant

USING THE CURRICULUM PAGE

The Foods and Nutrition Curriculum Guide has been developed as a resource for teachers to use in planning and implementing a competency-based instructional program at a high school level. Foods and Nutrition is a semester or year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1992.

PART I: COURSE DESCRIPTION

HE7045 (S-1 OR Y-1) Credit: 1/2 unit or 1 unit Grades: 9-12

FOODS AND NUTRITION

SEMESTER I: This course examines nutritional needs of the individual. There is a focus on the relationship of diet to health, healthy food choices and preparation of foods to meet these needs. Students learn the principles of organizing and managing a kitchen and its equipment. Each student investigates effective and efficient use of resources in food preparation and service. Leadership and citizenship skills are integrated throughout the units of instruction. Career opportunities in this field are explored.
Prerequisite: None

SEMESTER II: Nutritional needs of the family and managing the food dollar are key focuses with this course. Students examine special dietary needs of family members and adapt meal patterns to meet those needs. Creative skills are used by the students to plan, prepare and serve foods using budgeting and buying principles. Students interpret techniques on how to establish an atmosphere for meal enjoyment. Career skills and opportunities in foods and nutrition are explored.
Prerequisite: Foods and Nutrition: Semester I

PART II: THE CURRICULUM PAGE

Each curriculum page includes the following information:

COURSE NAME: Title of course as provided by the state.

UNIT: Indicates the unit of instruction.

COMPETENCY and COMPETENCY NUMBER: Identifies the competency statement and the number based on the course blueprint.

OBJECTIVE and OBJECTIVE NUMBER: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to." The number identifies the objective according to the unit and competency as provided on the course blueprint.

TIME : Indicates the suggested time to be used for the specific objective. Amount of time is based on the weight given to that objective in VOCATS.

OUTLINE: Includes information to be covered under the objective.

STRATEGIES: The strategies in this curriculum have been developed as student strategies. Each strategy addresses a specific learning level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Strategy development was based on and dictated by the level at which the objectives were written. For example, if an objective was written at a cognitive level 1(C1), then all strategies under that objective were written at a level no higher than level 1. Below is a chart illustrating the different learning levels. Symbols used on the curriculum page are identified along with suggestions for types of tests and test items.

| LEVEL | OUTCOME TERMS | TYPES OF TESTS/TEST ITEMS |
|-------------------------------|---|--|
| Cognitive(C) Level 1 C1 | Identify Recognize Describe | Single, objective-type, paper and pencil test items such as matching, short answer, listing, completion or fill-in-the-blank, identification selecting from a list, or forced choice. |
| Level 2 C2 | Translate Interpret Summarize | Short-answer questions, multiple choice items, essay using case studies, oral items, rank, order, sequencing items. |
| Level 3 C3 | Apply Explain why Analyze Synthesize Adapt Predict Evaluate | Complex multiple-choice items, essay items using case studies/scenarios, structured interviews using case studies, problem-solving items, product performance items. |
| Psychomotor(P) | Imitate Try or attempt Demonstrate Improvise Experiment | Performance tests to evaluate either the process, task, procedure, operation performed by the student or product created by the student. The teacher or qualified observer will use a detailed checklist during the performance test for evaluation. |

| | | |
|---------------------|--|---|
| Affective(A) | Show awareness Show interest in Pay attention to Follow rules or instruction Engage in Volunteer to Show pleasure or satisfaction Participate in actively Show preference for Initiate and carry out Assume responsibility for | Evaluation of behavior may be reflected through student actions over an extended period of time with before and after measures; complete a rating scale or projective device; respond to a checklist; teacher's recorded observations; oral expression by the student (personal opinion, group interaction); written responses by student (diary log, projective device, completion of rating scale). |
|---------------------|--|---|

RESOURCES: The resources include the state-adopted textbooks. Those books are listed on the left under resources. Additional suggested resources are listed on the right and include other books, videos, and computer software.

PART III: MATRIXES

There are three matrixes, each addressing one of the following: all aspects of the industry, basic skills, and state-adopted textbooks. These matrixes show which of the topics at the top of the matrix is addressed by each objective. For example, if there is a student strategy developed for an objective that deals with a specific topic given in the matrix, then it is indicated by an asterisk (*). Basic information about each matrix is given below.

ALL ASPECTS OF THE INDUSTRY

"All aspects of the industry" means strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety, and environmental issues. Definitions for these components are:

Planning: the act of formulating ideas or ambitions into a method for proceeding and accomplishing a goal.

Management: the process of achieving goals by effective use of human resources, technology, and material resources.

Finances: the managing or science of managing money matters or credit.

Technical and production skills: the ability to apply practical or mechanical skills in the process of creating, growing, manufacturing, or improving.

Underlying principles of technology: fundamental laws and facts, scientific knowledge and technical methods to achieve a practical purpose.

Labor issues: points, matters or questions to be disputed or decided concerning wage-earning workers.

Health and safety: the physical and mental well-being or soundness of the body in an environment that allows freedom from danger, injury or damage.

Environmental issues: matters or points of controversy related to the aggregate of all the external conditions, circumstances and influences affecting surroundings, life and its developmental processes.

BASIC SKILLS

The items included here are communication, math, science, and social studies. Communication includes oral, reading, writing and listening skills.

STATE-ADOPTED TEXTBOOKS

Textbooks for Home Economics Education were adopted in 1991 and are correlated with course objectives.

ALL ASPECTS OF THE INDUSTRY

FOODS AND NUTRITION

COURSE OBJECTIVES

- 001.01 Explain how food affects physical, emotional and social well-being.
- 001.02 Explain the influences that life style, values, resources and culture have on food choices.
- 001.03 Describe how food fads, fallacies and facts affect our food choices.
- 002.01 Describe new developments in the food industry.
- 002.02 Summarize the risks and benefits of food additives and supplements.
- 003.01 Explain nutrients, nutrient functions and their sources.
- 003.02 Explain the effects of deficient and excessive nutrient intake.
- 003.03 Discuss the process of digestion, absorption and metabolism.
- 004.01 Determine nutrient needs of the individual.
- 004.02 Modify food selection for weight control.
- 004.03 Prepare foods to meet nutritional needs.
- 005.01 Describe basic kitchen plans, work centers and storage space.
- 005.02 Identify cookware and preparation tools.

| | ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS | UNDERLYING PRINCIPLES OF TECHNOLOGY |
|--------|---------------|----------|-------------------|--------------|------------|----------|---------------------------------|-------------------------------------|
| 001.01 | * | | * | | | | | |
| 001.02 | * | * | * | * | | | * | * |
| 001.03 | | | * | | | | | |
| 002.01 | * | * | * | * | | | * | * |
| 002.02 | | | * | * | * | | | * |
| 003.01 | | | * | | | * | | |
| 003.02 | | | * | | * | * | | |
| 003.03 | | | * | | | | | |
| 004.01 | | | * | | * | * | | * |
| 004.02 | | * | * | | * | * | | * |
| 004.03 | | * | * | | * | * | | * |
| 005.01 | * | | * | * | * | * | | * |
| 005.02 | * | * | * | | * | * | * | * |

ALL ASPECTS OF THE INDUSTRY

| | ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS | UNDERLYING PRINCIPLES OF TECHNOLOGY |
|---|---------------|----------|-------------------|--------------|------------|----------|---------------------------------|-------------------------------------|
| 005.03 Discuss the selection of major and portable appliances based on needs, care and resources. | * | * | * | | * | * | | * |
| 006.01 Interpret the use of time, energy and money in meal management. | * | * | * | | * | * | | * |
| 006.02 Describe safety and sanitation practices in food preparation and service. | * | * | * | * | * | * | * | * |
| 006.03 Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes. | | * | * | * | * | * | * | * |
| 007.01 Use basic ingredients to prepare and serve quick breads. | | * | * | | * | * | * | * |
| 007.02 Demonstrate the selection and preparation of a variety of grain products. | * | * | * | | * | * | | |
| 008.01 Demonstrate the principles of selecting, preparing and serving fruits. | * | * | * | | * | * | | |
| 008.02 Demonstrate the principles of selecting, preparing and serving vegetables and legumes. | | | * | * | * | * | | |
| 009.01 Demonstrate the principles of selecting, preparing and serving meats. | | * | * | | * | * | * | * |
| 009.02 Demonstrate the principles of selecting, preparing and serving poultry. | * | * | * | | * | * | * | |
| 009.03 Demonstrate the principles of selecting, preparing and serving eggs. | | | * | | * | * | * | |

ALL ASPECTS OF THE INDUSTRY

- 009.04 Demonstrate the principles of selecting, preparing and serving seafood.
- 009.05 Demonstrate the principles of selecting, preparing and serving dairy products.
- 010.01 Describe the rituals and symbols of an organization.
- 010.02 Illustrate effective and ineffective leadership.
- 010.03 Identify opportunities for leadership roles and cooperative efforts.
- 011.01 Use the planning process to make decisions.
- 011.02 Distinguish between long and short term goals.
- 011.03 Describe ways to manage time effectively.
- 012.01 Explain how communication affects leadership.
- 012.02 Prepare a written persuasive presentation.
- 012.03 Present a prepared speech.
- 012.04 Present an extemporaneous speech.

| | ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS | UNDERLYING PRINCIPLES OF TECHNOLOGY |
|--------|---------------|----------|-------------------|--------------|------------|----------|---------------------------------|-------------------------------------|
| 009.04 | * | * | * | | * | * | * | |
| 009.05 | | * | * | | * | * | | * |
| 010.01 | | | | | | * | | |
| 010.02 | | | | | * | * | | |
| 010.03 | | | | | * | * | | |
| 011.01 | | | | | * | * | | |
| 011.02 | | | | | * | * | | |
| 011.03 | | | | | * | * | | |
| 012.01 | | | | | | * | | |
| 012.02 | | | | | | * | | |
| 012.03 | | | | | | * | | |
| 012.04 | | | | | | * | | |

ALL ASPECTS OF THE INDUSTRY

| | ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS UNDERLYING PRINCIPLES OF TECHNOLOGY |
|---|---------------|----------|-------------------|--------------|------------|----------|---|
| 013.01 State purposes for using parliamentary procedure. | | | | | | | |
| 013.02 Prepare an agenda. | | | | | | * | |
| 013.03 Describe methods of voting. | | | | | | | |
| 013.04 Demonstrate the steps for making and processing a motion. | | | | | * | | |
| 014.01 Determine nutritional needs of family members in different stages of the family life cycle. | | | * | | | * | |
| 014.02 Prepare foods to meet nutritional needs during the family cycle. | | * | * | | * | * | * |
| 015.01 Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets. | * | | * | | * | * | |
| 015.02 Prepare foods to meet special dietary needs. | | * | * | | | * | * |
| 016.01 Explain budgeting and buying principles. | | * | | | * | * | * |
| 016.02 Describe legal aspects of consumer protection. | | * | * | * | * | * | * |
| 017.01 Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings. | * | * | * | * | * | * | * |
| 017.02 Demonstrate the principles of selecting, planning, preparing and serving one-dish meals. | | * | * | | * | * | * |

ALL ASPECTS OF THE INDUSTRY

| | ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS | UNDERLYING PRINCIPLES OF TECHNOLOGY |
|---|---------------|----------|-------------------|--------------|------------|----------|---------------------------------|-------------------------------------|
| 017.03 Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings. | | * | * | * | * | * | * | * |
| 017.04 Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings. | | * | * | | * | * | * | * |
| 017.05 Identify types of yeast breads and the methods used in their preparation. | | * | * | | * | * | * | |
| 017.06 Examine cultural foods in relation to the role they play in their native country. | * | | * | | * | * | * | |
| 017.07 Identify regional foods and customs of the United States. | * | | | | | | | |
| 018.01 Identify factors that influence the selection of table appointments and methods of service. | | * | | | | | | |
| 018.02 Demonstrate appropriate manners when eating. | | | | | | * | | |
| 018.03 Demonstrate table setting. | * | * | | | * | * | | |
| 018.04 Prepare well-balanced meals that incorporate appropriate planning, preparation and service. | | * | * | | * | * | * | |
| 019.01 Examine personal skills for successful employment. | | | | | * | * | | * |
| 019.02 Interpret attitudes related to successful employment. | | | | * | | * | | |

ALL ASPECTS OF THE INDUSTRY

020.01 Identify career opportunities in foods and nutrition.

020.02 Examine education and training needed for a career in foods and nutrition.

| ENVIRONMENTAL | FINANCES | HEALTH AND SAFETY | LABOR ISSUES | MANAGEMENT | PLANNING | TECHNICAL AND PRODUCTION SKILLS UNDERLYING PRINCIPLES OF TECHNOLOGY |
|---------------|----------|-------------------|--------------|------------|----------|---|
| | * | | | | * | |

BASIC SKILLS

FOODS AND NUTRITION

COURSE OBJECTIVES

- 001.01 Explain how food affects physical, emotional and social well-being.
- 001.02 Explain the influences that life style, values, resources and culture have on food choices.
- 001.03 Describe how food fads, fallacies and facts affect our food choices.
- 002.01 Describe new developments in the food industry.
- 002.02 Summarize the risks and benefits of food additives and supplements.
- 003.01 Explain nutrients, nutrient functions and their sources.
- 003.02 Explain the effects of deficient and excessive nutrient intake.
- 003.03 Discuss the process of digestion, absorption and metabolism.
- 004.01 Determine nutrient needs of the individual.
- 004.02 Modify food selection for weight control.
- 004.03 Prepare foods to meet nutritional needs.
- 005.01 Describe basic kitchen plans, work centers and storage space.
- 005.02 Identify cookware and preparation tools.

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|--------|----------------|------|---------|----------------|
| 001.01 | * | | | * |
| 001.02 | * | * | | * |
| 001.03 | * | | | |
| 002.01 | * | | * | * |
| 002.02 | * | | | * |
| 003.01 | * | | * | |
| 003.02 | * | | * | |
| 003.03 | * | | * | |
| 004.01 | * | * | * | |
| 004.02 | * | * | * | |
| 004.03 | * | * | | |
| 005.01 | * | * | * | * |
| 005.02 | * | * | * | |

BASIC SKILLS

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|---|----------------|------|---------|----------------|
| 005.03 Discuss the selection of major and portable appliances based on needs, care and resources. | * | * | * | |
| 006.01 Interpret the use of time, energy and money in meal management. | * | * | * | * |
| 006.02 Describe safety and sanitation practices in food preparation and service. | * | | * | |
| 006.03 Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes. | * | * | * | |
| 007.01 Use basic ingredients to prepare and serve quick breads. | * | * | * | * |
| 007.02 Demonstrate the selection and preparation of a variety of grain products. | * | * | * | * |
| 008.01 Demonstrate the principles of selecting, preparing and serving fruits. | * | * | * | * |
| 008.02 Demonstrate the principles of selecting, preparing and serving vegetables and legumes. | * | * | * | * |
| 009.01 Demonstrate the principles of selecting, preparing and serving meats. | * | * | * | |
| 009.02 Demonstrate the principles of selecting, preparing and serving poultry. | * | * | * | |
| 009.03 Demonstrate the principles of selecting, preparing and serving eggs. | * | * | * | |

BASIC SKILLS

- 009.04 Demonstrate the principles of selecting, preparing and serving seafood.
- 009.05 Demonstrate the principles of selecting, preparing and serving dairy products.
- 010.01 Describe the rituals and symbols of an organization.
- 010.02 Illustrate effective and ineffective leadership.
- 010.03 Identify opportunities for leadership roles and cooperative efforts.
- 011.01 Use the planning process to make decisions.
- 011.02 Distinguish between long and short term goals.
- 011.03 Describe ways to manage time effectively.
- 012.01 Explain how communication affects leadership.
- 012.02 Prepare a written persuasive presentation.
- 012.03 Present a prepared speech.
- 012.04 Present an extemporaneous speech.

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|---|----------------|------|---------|----------------|
| 009.04 Demonstrate the principles of selecting, preparing and serving seafood. | * | * | * | |
| 009.05 Demonstrate the principles of selecting, preparing and serving dairy products. | * | * | * | * |
| 010.01 Describe the rituals and symbols of an organization. | * | | | |
| 010.02 Illustrate effective and ineffective leadership. | * | | | |
| 010.03 Identify opportunities for leadership roles and cooperative efforts. | * | | | |
| 011.01 Use the planning process to make decisions. | * | | | |
| 011.02 Distinguish between long and short term goals. | * | | | |
| 011.03 Describe ways to manage time effectively. | * | | | |
| 012.01 Explain how communication affects leadership. | * | | | |
| 012.02 Prepare a written persuasive presentation. | * | | | |
| 012.03 Present a prepared speech. | * | | | |
| 012.04 Present an extemporaneous speech. | * | | | |

BASIC SKILLS

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|---|----------------|------|---------|----------------|
| 013.01 State purposes for using parliamentary procedure. | * | | | |
| 013.02 Prepare an agenda. | * | | | |
| 013.03 Describe methods of voting. | * | | | |
| 013.04 Demonstrate the steps for making and processing a motion. | * | | | |
| 014.01 Determine nutritional needs of family members in different stages of the family life cycle. | * | | * | |
| 014.02 Prepare foods to meet nutritional needs during the family cycle. | * | * | * | |
| 015.01 Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets. | * | * | * | * |
| 015.02 Prepare foods to meet special dietary needs. | * | * | * | |
| 016.01 Explain budgeting and buying principles. | * | * | * | |
| 016.02 Describe legal aspects of consumer protection. | * | | | * |
| 017.01 Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings. | * | * | * | * |

BASIC SKILLS

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|---|----------------|------|---------|----------------|
| 017.02 Demonstrate the principles of selecting, planning, preparing and serving one-dish meals. | * | * | * | * |
| 017.03 Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings. | * | * | * | |
| 017.04 Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings. | * | * | * | |
| 017.05 Identify types of yeast breads and the methods used in their preparation. | * | * | * | |
| 017.06 Examine cultural foods in relation to the role they play in their native country. | * | * | * | * |
| 017.07 Identify regional foods and customs of the United States. | * | * | * | * |
| 018.01 Identify factors that influence the selection of table appointments and methods of service. | * | | | * |
| 018.02 Demonstrate appropriate manners when eating. | * | | | * |
| 018.03 Demonstrate table setting. | * | | | * |
| 018.04 Prepare well-balanced meals that incorporate appropriate planning, preparation and service. | * | * | | |
| 019.01 Examine personal skills for successful employment. | * | | | |

BASIC SKILLS

- 019.02 Interpret attitudes related to successful employment.
- 020.01 Identify career opportunities in foods and nutrition.
- 020.02 Examine education and training needed for a career in foods and nutrition.

| | COMMUNICATIONS | MATH | SCIENCE | SOCIAL STUDIES |
|---|----------------|------|---------|----------------|
| 019.02 Interpret attitudes related to successful employment. | * | | | |
| 020.01 Identify career opportunities in foods and nutrition. | * | | | |
| 020.02 Examine education and training needed for a career in foods and nutrition. | * | | | |

FOODS AND NUTRITION

COURSE OBJECTIVES

| | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|--|----------------|--------------------|--------------|-------------------|
| 001.01 Explain how food affects physical, emotional and social well-being. | * | * | * | * |
| 001.02 Explain the influences that life style, values, resources and culture have on food choices. | * | * | * | * |
| 001.03 Describe how food fads, fallacies and facts affect our food choices. | * | * | * | * |
| 002.01 Describe new developments in the food industry. | * | * | * | * |
| 002.02 Summarize the risks and benefits of food additives and supplements. | * | * | * | * |
| 003.01 Explain nutrients, nutrient functions and their sources. | * | * | * | * |
| 003.02 Explain the effects of deficient and excessive nutrient intake. | * | * | * | * |
| 003.03 Discuss the process of digestion, absorption and metabolism. | * | * | * | * |
| 004.01 Determine nutrient needs of the individual. | * | * | * | * |
| 004.02 Modify food selection for weight control. | * | * | * | * |
| 004.03 Prepare foods to meet nutritional needs. | * | * | * | * |
| 005.01 Describe basic kitchen plans, work centers and storage space. | * | * | * | * |
| 005.02 Identify cookware and preparation tools. | * | * | * | * |

005.03 Discuss the selection of major and portable appliances based on needs, care and resources.

006.01 Interpret the use of time, energy and money in meal management.

006.02 Describe safety and sanitation practices in food preparation and service.

006.03 Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.

007.01 Use basic ingredients to prepare and serve quick breads.

007.02 Demonstrate the selection and preparation of a variety of grain products.

008.01 Demonstrate the principles of selecting, preparing and serving fruits.

008.02 Demonstrate the principles of selecting, preparing and serving vegetables and legumes.

009.01 Demonstrate the principles of selecting, preparing and serving meats.

009.02 Demonstrate the principles of selecting, preparing and serving poultry.

009.03 Demonstrate the principles of selecting, preparing and serving eggs.

| | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|--------|----------------|--------------------|--------------|-------------------|
| 005.03 | * | * | * | * |
| 006.01 | * | * | * | * |
| 006.02 | * | * | * | * |
| 006.03 | * | | * | * |
| 007.01 | * | * | * | * |
| 007.02 | * | * | * | * |
| 008.01 | * | * | * | * |
| 008.02 | * | * | * | * |
| 009.01 | * | * | * | * |
| 009.02 | * | * | * | * |
| 009.03 | * | * | * | * |

14

STATE-ADOPTED TEXTBOOKS

| | | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|--------|--|----------------|--------------------|--------------|-------------------|
| 009.04 | Demonstrate the principles of selecting, preparing and serving seafood. | * | * | * | * |
| 009.05 | Demonstrate the principles of selecting, preparing and serving dairy products. | * | * | * | * |
| 010.01 | Describe the rituals and symbols of an organization. | | | | |
| 010.02 | Illustrate effective and ineffective leadership. | | | | |
| 010.03 | Identify opportunities for leadership roles and cooperative efforts. | | | | |
| 011.01 | Use the planning process to make decisions. | | | | |
| 011.02 | Distinguish between long and short term goals. | | | | |
| 011.03 | Describe ways to manage time effectively. | | | | |
| 012.01 | Explain how communication affects leadership. | | | | |
| 012.02 | Prepare a written persuasive presentation. | | | | |
| 012.03 | Present a prepared speech. | | | | |
| 012.04 | Present an extemporaneous speech. | | | | |

STATE-ADOPTED TEXTBOOKS

| | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|---|----------------|--------------------|--------------|-------------------|
| 013.01 State purposes for using parliamentary procedure. | | | | |
| 013.02 Prepare an agenda. | | | | |
| 013.03 Describe methods of voting. | | | | |
| 013.04 Demonstrate the steps for making and processing a motion. | | | | |
| 014.01 Determine nutritional needs of family members in different stages of the family life cycle. | * | * | * | * |
| 014.02 Prepare foods to meet nutritional needs during the family cycle. | * | * | * | * |
| 015.01 Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians, and those on low sodium and low cholesterol diets. | * | * | * | * |
| 015.02 Prepare foods to meet special dietary needs. | * | * | * | * |
| 016.01 Explain budgeting and buying principles. | * | * | * | * |
| 016.02 Describe legal aspects of consumer protection. | * | * | * | * |
| 017.01 Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings. | * | * | * | * |

STATE-ADOPTED TEXTBOOKS

| | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|---|----------------|--------------------|--------------|-------------------|
| 017.02 Demonstrate the principles of selecting, planning, preparing and serving one-dish meals. | * | * | * | * |
| 017.03 Demonstrate the principles of selecting, planning, preparing and serving pastries, pies and fillings. | * | * | * | * |
| 017.04 Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings. | * | * | * | * |
| 017.05 Identify types of yeast breads and the methods used in their preparation. | * | * | * | * |
| 017.06 Examine cultural foods in relation to the role they play in their native country. | * | * | * | * |
| 017.07 Identify regional foods and customs of the United States. | * | * | * | * |
| 018.01 Identify factors that influence the selection of table appointments and methods of service. | * | * | * | * |
| 018.02 Demonstrate appropriate manners when eating. | * | * | * | * |
| 018.03 Demonstrate table setting. | * | * | * | * |
| 018.04 Prepare well-balanced meals that incorporate appropriate planning, preparation and service. | * | * | * | * |
| 019.01 Examine personal skills for successful employment. | * | * | * | * |

STATE-ADOPTED TEXTBOOKS

| | | FOOD FOR TODAY | GUIDE TO GOOD FOOD | MODERN MEALS | THE WORLD OF FOOD |
|--------|--|----------------|--------------------|--------------|-------------------|
| 019.02 | Interpret attitudes related to successful employment. | * | * | * | * |
| 020.01 | Identify career opportunities in foods and nutrition. | * | * | * | * |
| 020.02 | Examine education and training needed for a career in foods and nutrition. | * | * | * | * |

VOCATS Course Blueprint

Home Economics Education

**Course Name: Foods and Nutrition
Course Number: 7045**

North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

Division of Vocational and Technical Education Services
Home Economics Education, 16 West Edenton Street
Raleigh, North Carolina 27603-1712 **Summer 1992**

VoCATS Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program. Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each.

The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid tests. The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985.

For additional information about this blueprint, contact program area staff. For additional information about the Vocational Competency Achievement Tracking System, contact program area staff or the Program Support Unit, Division of Vocational and Technical Education Services, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 919/733-1526.

Interpretation of Columns on VoCATS Course Blueprints

| No. | Heading | Column Information |
|-----|---|--|
| 1 | Seq Day/1 | Blank column reserved for local sequencing; Day 1-for use in noting first day of instruction for this unit, competency, and/or objective. |
| 2 | Test Pts | Blank column for use in recording number of points calculated to be on tests (Pre-Interim-Post). Calculations are based on the percent in Columns 4 and/or 5. |
| 3 | Time Hrs | Shows suggested amount of time needed for instruction and learning. For example, 2.5 is read as 2 1/2 hours. |
| 4 | UNIT Weight | A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests. |
| 5 | COURSE Weight | A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests. |
| 6 | Type Behavior | Classification of outcome behavior in competency and objective statements. (C=Cognitive 1,2,3; P=Psychomotor; A=Affective.) |
| 7 | Related Skill Area | Related Skills codes: A=Arts; C=Communications; H=Health/Safety; J=JTPA; M=Math; SC=Science; SS=Social Studies; V=Vocational (or AG/BE/HE/HO/ME/TE/TI/CX). |
| 8 | Level | Level 1, 2, or 1-2; NA=Not Applicable |
| 9 | Core Supp | Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work. |
| 10 | Comp# Obj.# | Comp=Competency number (three digits); Obj=Objective number plus two-digit objective number). |
| 11 | Unit Titles/ Competency and Objective Statements | Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to . . ." (The stem appears once in Column 11.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object. |

Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin or handicap.

HOME ECONOMICS EDUCATION
COURSE BLUEPRINT for 7045 (CIP# 20 0108): FOODS AND NUTRITION
 [Course Length: 1 year; Class Length: 1 period]

Teacher: _____ School: _____ LEA: _____

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th Room _____ School Year: 199 -199

| Seq. Day 1 | Test Pts. | Time Hrs. | UNIT Weight | COURSE Weight | Type Behavior | Related Skill Area | Level | Core Supp | Comp# Obj.# | Unit Titles / Competency and Objective Statements (The student will be able to:) |
|------------|-----------|-----------|-------------|---------------|---------------|--------------------|-------|-----------|---------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | 180 | | 100% | | | | | | HEC:BP:7045: [Summer 1992]: Page 1 |
| | | 90 | | 50% | | | | | | FOODS AND NUTRITION |
| | | | | | | | | | | SEMESTER I: FOODS AND NUTRITION |
| | | | | | | | | | | FOOD CUSTOMS AND TRENDS |
| | | 8 | 100% | 4.5% | | | | | A | Interpret reasons for food choices. |
| | | 4 | 50% | 2.3% | C2 | CIMISS | 1 | Core | 001.00 | Explain how food affects physical, emotional and social well-being. |
| | | 1 | 12.5% | .6% | C2 | CISS | 1 | Core | 001.01 | Explain the influences that life style, values, resources and culture have on food choices. |
| | | 2 | 25% | 1.1% | C2 | CIMISS | 1 | Core | 001.02 | Describe how food fads, fallacies and facts affect our food choices. |
| | | 1 | 12.5% | .6% | C2 | C | 1 | Core | 001.03 | Explain how scientific and technological development affect food choices. |
| | | 4 | 50% | 2.2% | C2 | CISCISS | 1 | Core | 002.00 | Describe new developments in the food industry. |
| | | 2 | 25% | 1.1% | C1 | CISCISS | 1 | Core | 002.01 | Summarize the risks and benefits of food additives and fortifiers. |
| | | 2 | 25% | 1.1% | C2 | CISS | 1 | Core | 002.02 | RELATION OF DIET TO NUTRIENT REQUIREMENTS AND HEALTH |
| | | 20 | 100% | 11.1% | | | | | B | Interpret the relationship of diet to health. |
| | | 10 | 50% | 5.6% | C2 | CISC | 1 | Core | 003.00 | Explain nutrients, nutrient functions and their sources. |
| | | 5 | 25% | 2.8% | C2 | CISC | 1 | Core | 003.01 | Explain the effects of deficient and excessive nutrient intake. |
| | | 3 | 15% | 1.7% | C2 | CISC | 1 | Core | 003.02 | Discuss the process of digestion, absorption and metabolism. |
| | | 2 | 10% | 1.1% | C2 | CISC | 1 | Core | 003.03 | Prepare foods to meet nutrient requirements. |
| | | 10 | 50% | 5.5% | C3P | CIMISC | 1 | Core | 004.00 | Determine nutrient needs of the individual. |
| | | 4 | 20% | 2.2% | C3 | CIMISC | 1 | Core | 004.01 | Modify food selection for weight control. |
| | | 2 | 10% | 1.1% | C3 | CIMISC | 1 | Core | 004.02 | Prepare foods to meet nutritional needs. |
| | | 4 | 20% | 2.2% | C3P | CIM | 1 | Core | 004.03 | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Page 3 |
|---|-----|---|------|-------|-----|--------|---|------|---------------|----------|---|
| | | | | | | | | | | | |
| | 3 | | 7.5% | 1.7% | C3P | CIMISC | 1 | Core | 009.05 | | Demonstrate the principles of selecting, preparing and serving dairy products. |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | 10 | | 100% | 5.8% | | | | | | | |
| | 2 | | 20% | 1.1% | C2 | CISS | 1 | Core | 010.00 | E | LEADERSHIP AND CITIZENSHIP Explain characteristics needed to be a productive member of society. |
| | .5 | | 5% | .3% | C1 | CISS | 1 | Core | 010.01 | | Describe the rituals and symbols of an organization. |
| | 1 | | 10% | .5% | C2 | CISS | 1 | Core | 010.02 | | Illustrate effective and ineffective leadership. |
| | .5 | | 5% | .3% | C1 | CISS | 1 | Core | 010.03 | | Identify opportunities for leadership roles and cooperative efforts. |
| | | | | | | | | | | | |
| | 2.0 | | 20% | 1.1% | C3 | CISS | 1 | Core | 011.00 | | Apply decision-making skills in individual/organizational activities. |
| | 1 | | 10% | .5% | C3 | CISS | 1 | Core | 011.01 | | Use the planning process to make decisions. |
| | .5 | | 5% | .3% | C3 | CISS | 1 | Core | 011.02 | | Distinguish between long and short term goals. |
| | .5 | | 5% | .3% | C1 | CISS | 1 | Core | 011.03 | | Describe ways to manage time effectively. |
| | | | | | | | | | | | |
| | 3.0 | | 30% | 1.8% | C3P | CISS | 1 | Core | 012.00 | | Practice effective communication skills. |
| | .5 | | 5% | .3% | C2 | CISS | 1 | Core | 012.01 | | Explain how communication affects leadership. |
| | .5 | | 5% | .3% | C3P | CISS | 1 | Core | 012.02 | | Prepare a written persuasive presentation. |
| | 1.0 | | 10% | .6% | C3P | CISS | 1 | Core | 012.03 | | Present a prepared speech. |
| | 1.0 | | 10% | .6% | C3P | CISS | 1 | Core | 012.04 | | Present an extemporaneous speech. |
| | | | | | | | | | | | |
| | 3.0 | | 30% | 1.8% | C3P | CISS | 1 | Core | 013.00 | | Demonstrate techniques conducting for a meeting. |
| | .5 | | 5% | .3% | C1 | CISS | 1 | Core | 013.01 | | State purposes for using parliamentary procedure. |
| | .5 | | 5% | .3% | C3 | CISS | 1 | Core | 013.02 | | Prepare an agenda. |
| | 1.0 | | 10% | .6% | C1 | CISS | 1 | Core | 013.03 | | Describe methods of voting. |
| | 1.0 | | 10% | .6% | C3P | CISS | 1 | Core | 013.04 | | Demonstrate the steps for making and processing a motion. |
| | | | | | | | | | | | |
| | 90 | | | 50% | | | | | | | SEMESTER II |
| | | | | | | | | | | | |
| | 20 | | 100% | 11.2% | | | 1 | Core | F | | SPECIAL NUTRITIONAL NEEDS |
| | 10 | | 50% | 5.6% | C3P | CIMISC | 1 | Core | 014.00 | | Examine nutritional needs during the family life cycle. |
| | 5 | | 25% | 2.8% | C3 | CISC | 1 | Core | 014.01 | | Determine nutritional needs of family members in different stages of the family life cycle. |
| | 5 | | 25% | 2.8% | C3P | CIMISC | 1 | Core | 014.02 | | Prepare foods to meet nutritional needs during the family cycle. |

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|-----|------|----|---|---|------|---------------|--|----|
| | | | | | | | | | | |
| | 2 | 40% | 1.2% | C3 | C | 1 | Core | 019.00 | Analyze skills and attitudes needed for successful employment. | |
| | 1 | 20% | .6% | C3 | C | 1 | Core | 019.01 | Examine personal skills for successful employment. | |
| | 1 | 20% | .6% | C2 | C | 1 | Core | 019.02 | Interpret attitudes related to successful employment. | |
| | | | | | | | | | | |
| | 3 | 60% | 1.7% | C3 | C | 1 | Core | 020.00 | Explore career opportunities in foods and nutrition. | |
| | 1 | 20% | .6% | C1 | C | 1 | Core | 020.01 | Identify career opportunities in foods and nutrition. | |
| | 2 | 40% | 1.1% | C3 | C | 1 | Core | 020.02 | Examine education and training needed for a career in foods and nutrition. | |

COURSE OUTLINE

FOODS AND NUTRITION

SEMESTER I

- I. Food Customs and Trends
 - A. Reasons for food choices
 - 1. Physical, emotional and social well-being
 - 2. Life style, values, resources and culture
 - 3. Food fads, fallacies and facts
 - B. Scientific and technological developments
 - 1. Developments
 - 2. Risks and benefits of food additives and supplements
- II. Nutrient Requirements and Health
 - A. Diet and health
 - 1. Nutrients
 - 2. Deficit and excessive nutrient intake
 - 3. Digestion, absorption, and metabolism
 - B. Nutrient Requirements
 - 1. Nutrient needs of the individual
 - 2. Weight control
 - 3. Food preparation to meet nutrient needs
- III. Management of Kitchens and Resources
 - A. Organization and management of kitchens, equipment and resources
 - 1. Kitchen plans, work centers and storage space
 - 2. Cookware and preparation tools
 - 3. Appliance selection
 - B. Effective and efficient use of resources
 - 1. Time, energy and money management
 - 2. Safety and sanitation
 - 3. Terminology, symbols, computations, abbreviations, and directions of recipes
- IV. Food Preparation Techniques
 - A. Quick breads and grain products
 - 1. Basic ingredients and quick breads
 - 2. Grain products
 - B. Fruits and vegetables
 - 1. Fruits
 - 2. Vegetables

- C. Meats, poultry, eggs, seafood, and dairy products
 - 1. Meats
 - 2. Poultry
 - 3. Eggs
 - 4. Seafood
 - 5. Dairy products

- V. Leadership and Citizenship
 - A. Characteristics of a productive member of society
 - 1. Rituals and symbols
 - 2. Effective and ineffective leadership
 - 3. Opportunities for leadership
 - B. Decision-making skills
 - 1. Planning process
 - 2. Long- and short-term goals
 - 3. Effective time management
 - C. Communication skills
 - 1. Communication and leadership
 - 2. Persuasive presentation
 - 3. Prepared speech
 - 4. Extemporaneous speech
 - D. Conducting a meeting
 - 1. Parliamentary procedure
 - 2. Agendas
 - 3. Methods of voting
 - 4. Processing a motion

SEMESTER II

- VI. Special Nutritional Needs
 - A. The family life cycle
 - 1. Nutrient needs during the stages of the family life cycle
 - 2. Food preparation for the stages of the life cycle
 - B. Dietary guidelines for special nutrient needs
 - 1. Diabetes, obesity, vegetarians, and monitoring sodium and cholesterol intake
 - 2. Food preparation for special dietary needs

- VII. Meal Management
 - A. Food dollar management
 - 1. Principles of budgeting and buying
 - 2. Legal aspects of consumer protection

- B. Management skills and artistic ability in food preparation
 - 1. Salads and salad dressings
 - 2. One-dish meals
 - 3. Pastries, pies and fillings
 - 4. Cookies, cakes and frostings
 - 5. Yeast breads
 - 6. Cultural foods
 - 7. Regional foods

- C. Meal enjoyment
 - 1. Table appointments and methods of service
 - 2. Manners
 - 3. Table setting
 - 4. Planning, preparation and service of well-balanced meals

VIII. Career Opportunities

- A. Skills and attitudes for successful employment
 - 1. Personal skills
 - 2. Attitudes and successful employment

- B. Food and nutrition careers
 - 1. Career opportunities identified
 - 2. Education and training requirements

COURSE: Foods and Nutrition I

UNIT: Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.01 - C2 : Explain how food affects physical, emotional and social well-being.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------------|------|--|------------------------|
| Effects of food | C1 | List reasons why food is important to you. Share your list with classmates. | |
| Physical | | | |
| Nourishment | C2 | List your likes and dislikes in foods. Discuss whether your likes and dislikes are similar to those of your family members. State reasons for the similarities. | |
| Hunger | | | |
| Starvation | | | |
| Emotional/Psychological | | | |
| Security | C2 | Give your responses to the following self-inventory at a FHA/HERO meeting. As a group, summarize and discuss similar responses. | |
| Enjoyment | | | |
| Belonging | | | |
| Hunger vs. appetite | | | |
| Social | | | |
| Family | | | |
| Friends | | | |
| | C2 | I eat when I am alone. I eat most when I am with others. I eat when I am tense or unhappy. I eat to postpone doing things. I snack frequently. I am a picky eater. I feel guilty when I eat certain foods. I consider myself overweight. I consider myself underweight. I stop eating when I feel full. | |
| | C2 | Comment on pictures of starving children or individuals. Discuss how the lack of food has affected them physically, emotionally and socially. Identify countries that seem to be affected most by starvation. Relate starvation to people in the United States. | |
| | C2 | Discuss the difference between hunger and appetite. Is it hunger or appetite that makes us eat too many potato chips, chocolate chip cookies or pizza? | |
| | C2 | Relate foods and eating patterns to the following needs. | |
| | | Security | Tension reliever |
| | | Social acceptance | Behavior changes |
| | | Punishment or reward | Relief from loneliness |
| | | Food to avoid | |
| | | responsibility | |

OUTLINE

TYPE BEHAVIOR

STRATEGIES

- C2 Discuss the following questions with your classmates.
- Why are foods comforting?
 - What makes certain foods "in" or prestigious?
 - Why do people of different ages like different foods?
 - What would you serve or not serve at a party?
 - What are current fads in foods?
 - What makes you turn to certain foods when you are anxious, nervous, or angry?
 - What foods were you forced to eat as a child?
 - Did your family reward you with food?
 - Were you deprived of certain foods as a child?
 - What eating habits did your family insist on?
 - Did you rebel?

RESOURCES

- Food for Today pp. 2-5
Guide to Good Food pp. 13-22
Modern Meals pp. 17-22
The World of Food pp. 6-92

COURSE: Foods and Nutrition I

UNIT: Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.02 - C2 : Explain the influences that life styles, values, resources and cultures have on food choices.

TIME: 2 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--|------|----------|--|
| Influences on food choices and eating patterns | C2 | | With grandparents or an older person in your community, discuss the following topics as they relate to their youth: Typical foods served at a meal Average amount of money spent weekly on food Cost of specific food items Basic food preparation techniques Changes in the appearance and packaging of food items |
| Life style | | | |
| Values | | | |
| Attitudes | | | |
| Resources | | | Make a summary of your discussion and share with the class. |
| Food supply | | | |
| Money | | | |
| Time | | | |
| Knowledge and skills | C1 | | Identify eating patterns that are a direct result of religious beliefs. |
| Energy | | | |
| Imagination | | | |
| Tools | C2 | | Outline ways a family can extend its food budget through the use of the following: Knowledge and skills Energy Time Imagination |
| Culture | | | |
| Advertising | | | |
| | C2 | | Discuss the impact economic conditions have on food choices. Relate the effect labor issues have on food choices and availability. |
| | C1 | | Identify what cultures are represented in your class. Include parents, grandparents and great-grandparents. Recognize food traditions that are related to the cultures mentioned. |
| | C1 | | Using the FHA/HERO project, "It's a small world after all," identify food customs associated with another culture that have become part of our food patterns and customs. Identify cultural foods you or your family frequently eat. |
| | C2 | | Identify kitchen tools and appliances that exemplify technological advancements. Interpret how their use saves time and energy with today's life styles. Do they justify themselves economically? |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C1 | Identify areas of environmental concern related to food. How have these concerns affected your food choices? (Include things such as recycling, pesticides, and fertilizers.) |
| | C1 | Relate weather conditions, food supplies and their cost to the consumer. Cite examples of foods currently affected. |
| | C2 | Choose a partner, and identify how families vary with the use of food for special occasions. Birthdays Recreation Anniversaries Religious Holidays Family Reunion |
| | C2 | Discuss how food habits and preferences formed early in life are difficult to change. |

RESOURCES

Food for Today pp. 3-15
Guide to Good Food pp. 13-22
Modern Meals pp. 22-25
The World of Food pp. 3-17

Discovering Food pp. 46-47

COURSE: Foods and Nutrition I

UNIT: Food Customs and Trends

COMPETENCY: 001.00 - C2 : Interpret reasons for food choices.

OBJECTIVE : 001.03 - C1 : Describe how food fad, fallacies and facts affect food choices.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---------------------------|------|----------|--|
| Fads, fallacies and facts | C1 | | Identify information that relates to either food quackery or food fallacies. |
| Food fallacies | | | |
| Food quacks | C1 | | List traits about food articles and advertisements that indicate food fallacies and food quackery. Pick out examples of either of these from magazines, newspapers, or television commercials. Describe why it represents a food fallacy or quackery. |
| Fact vs. fallacy | | | |
| Food fads | | | |
| Health foods | C1 | | Identify common myths about vitamins. |
| | C1 | | Identify food items regularly eaten by peers that represent current food fads. Name alternatives to those items that would be more nutrient dense. |
| | C1 | | Identify sources of dependable information on food. |
| | C1 | | Choose a diet article and describe it to the class (Examples: Scarsdale, Grapefruit, Cambridge, Slimfast, Weight Watchers, Dolly Parton, etc.). Highlight the following: Is it a sensible diet? How many calories per day does it include? Does it provide a variety of foods and balanced nutrition? Does it promise realistic results? |
| | C1 | | Identify consumer-oriented periodicals for current information on fad diets, quacks or quackery, natural foods, and organic foods. Select an article, and give a description to the class about its contents. |
| | C1 | | Fact or Fallacy: State whether caffeine is hazardous to your health. |

RESOURCES

| | | |
|---------------------------|--------------|--|
| <u>Food for Today</u> | pp. 16-20 | "What Are You Really Eating" (McGraw-Hill Media) |
| <u>Guide to Good Food</u> | pp. 84 | |
| <u>Modern Meals</u> | pp. 116, 128 | |
| <u>The World of Food</u> | pp. 21-25 | |

COURSE: Foods and Nutrition I

UNIT: Food Customs and Trends

COMPETENCY: 002.00 - C2 : Explain how scientific and technological developments affect food choices.

OBJECTIVE : 002.01 - C1 : Describe new developments in the food industry.

TIME: 2 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-----------------------------------|------|---|------------|
| The Food Industry | C1 | Identify periodicals containing information on the most recent developments in food products and production. Select from the identified periodicals, one article to describe to the class (Examples: imitation foods, food processing, food packaging, etc.). | |
| Scientific advances in technology | C1 | Describe "New Earth Happy Packaging." State its impact on the environment. Identify ways fast food stores are using this type of packaging. | |
| Food processing | C1 | While food shopping, recognize the effect science and technology have had on food items and their packaging. Describe your finding to the class. | |
| Food packaging | C1 | Define the terms aquaculture and mariculture. Cite their potential impact on future food supplies. | |
| Transportation | C1 | Identify foods and forms of foods used in space. State how and why these foods have influenced our food selections (quick to fix, easily transported and do not need refrigeration). | |
| Agriculture technology | C1 | Describe the retort pouch and aseptic packaging which are alternatives to canned foods. Pick out examples and share them with the class. What is the cost difference, if any, between canned foods and the retort pouch and aseptic packaging? | |
| | C1 | Define irradiation. Identify benefits and disadvantages or potential health hazards of irradiated food. | |
| | C1 | At an FHA/HERO meeting, serve samples of military field rations as refreshments. List ways technology has impacted nutritional foods for military personnel. | |

RESOURCES

| | |
|---------------------------|---|
| <u>Food for Today</u> | pp. 22,24,138,176,215, 260,387,443,561,577 |
| <u>Guide to Good Food</u> | pp. 111,467-468 |
| <u>Modern Meals</u> | pp. 26-27 |
| <u>The World of Food</u> | pp. 25-32 |

COURSE: Foods and Nutrition I

UNIT: Food Customs and Trends

COMPETENCY: 002.00 - C2 : Explain how scientific and technological developments affect food choices.

OBJECTIVE : 002.02 - C2 : Summarize the risks and benefits of food additives and fortifiers.

TIME: 2 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|--|
| Food Additives and Fortifiers | C2 | Interpret food labels. Identify food additives and fortifiers on the label. Relate ingredients to health issues. |
| Benefits Food additives Food fortifiers | C1 | Explain the difference between enrichment and fortification. |
| Health risks Food additives Food fortifiers | C1 | Identify basic purposes of food additives and how they are tested for safety? |
| Food supplements | C1 | Identify the following federal agencies: EPA (Environmental Protection Agency) FDA (Food and Drug Administration) FTC (Federal Trade Commission) FSIS (Food Safety and Inspection Service) USDA (United States Department of Agriculture) |
| Food substitutes | | Can you list other agencies that exert efforts to protect our food supply? |
| Government regulations EPA FDA FTC FSIS USDA | C1 | Identify what GRAS stands for and explain how the GRAS list works. |
| GRAS List | C2 | Discuss food supplements on the market today. Tell why some people are advised by their doctors to take them. |
| | C2 | Comment on the use of sugar and fat substitutes. Relate their use to health issues. |

RESOURCES

Food for Today pp. 20-26 Cancer and Nutrition pp. 139-141
Guide to Good Food pp. 188-190
Modern Meals pp. 167-168
The World of Food pp. 4, 24-25, 192



COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.01 - C2 : Explain nutrients, nutrient functions and their sources.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--------------------------|---------------|--|
| The Science of Nutrition | C1 | Identify the nutrients. Describe the function of each. Pick out pictures of food from magazines that serve as excellent sources for each nutrient. Label each picture with the nutrient it provides. |
| Nutrients in food | | |
| Protein | | |
| Carbohydrates | | |
| Fats | C2 | Illustrate how good sources of protein can be made with combinations of certain foods that do not have animal origins. (Examples: black-eyed peas and rice, corn and lima beans, rice and refried beans, bean and barley soup, or peanut butter and bread). |
| Vitamins | | |
| Minerals | | |
| Water | | |
| Nutrient functions | | |
| Nutrient sources | C1 | Identify the three types of carbohydrates. List the characteristics of simple and complex carbohydrates. Recognize good sources of each type. |
| | C2 | Interpret the difference between complete and incomplete protein. |
| | C1 | List all the vitamins. Identify those that are fat-soluble and those that are water-soluble. Tell how the food preparation method is important in their preservation. |
| | C1 | "Fats have a bad reputation." Give reasons to show that this may or may not be true. |
| | C1 | Select foods from a display or pictures from magazines to form a meal you would enjoy eating. Let your selection be based on color only. Pick out the nutrients your meal contains using resources provided by the teacher. Based on your findings, is the following statement true? "The more color a meal has most likely means you are eating one that is well-balanced." |
| | C2 | As an FHA/HERO project, illustrate a nutrition comic book for elementary school children. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C2 | Present in understandable terms, individual vitamins and minerals. Describe their functions and list food sources of each by way of a written or oral report. |
| | C2 | Interpret information presented by a nutritionist at an FHA/HERO meeting. Summarize the main points and share with your classmates and friends. |

RESOURCES

| | | |
|---------------------------|------------------|---------------------------------------|
| <u>Food for Today</u> | pp. 30-53, 60,61 | <u>Cancer and Nutrition</u> pp. 35-42 |
| <u>Guide to Good Food</u> | pp. 24-45 | <u>Discovering Foods</u> pp. 28-35 |
| <u>Modern Meals</u> | pp. 31-44 | <u>Foods</u> pp. 37-60 (EMC) |
| <u>The World of Food</u> | pp. 41-56 | "Chocolate Milk" (Dairy Council) |
| | | "Nutrition" (Meridian) |

COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.02 - C2 : Explain the effects of deficient and excessive nutrient intake.

TIME: 3 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---|------|--|--|
| Health and Nutrient Intake | C2 | Discuss diseases associated with nutrient deficiencies. Include the following: Night Blindness Rickets Beriberi Pellegra | Kwashiorkor Goiter Anemia Scurvey Can you identify others? |
| Nutrient intake | | | |
| Deficiencies | | | |
| Overdoses | | | |
| Impact on health from nutrient deficiencies and overdoses | C1 | Identify health problems associated with overdosing on specific nutrients. | |
| | C2 | Age and gender affect our nutrient needs and intake. Explain how the Daily Food Guide and the U.S. Recommended Daily Allowance charts are helpful in identifying your personal nutritional needs. | |
| | C2 | Interpret why vitamin supplements are not recommended for everyone. Discuss your findings with the class. | |
| | C2 | Discuss how stress, alcohol and drugs can affect the body's utilization of nutrients. | |
| | C2 | In a notebook, list foods that you eat over a period of seven days. Interpret what foods you need to increase and/or decrease with the use of resources provided by the teacher. Identify habits or situations in your lifestyle that make eating a well-balanced diet difficult. Identify possible solutions to promote a better balanced diet. | |
| | C2 | Discuss the importance of diet management. Relate health problems to poor diet management. | |
| | C2 | View and discuss a video on diet and cancer. Relate the potential hazard of cancer to a high fat diet. | |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C2 | At an FHA/HERO meeting, explain the effects poor nutrition can have on pregnant teens and their unborn child. Illustrate, through role playing, how to make nutritious and healthy food choices. |
| | C2 | Explain how to use computer programs as a tool for diet management. |

RESOURCES

Food for Today pp. 37-53
Guide to Good Food pp. 24-45
Modern Meals pp. 31-44
The World of Food pp. 41-56

Cancer and Nutrition pp. 59-94
Discovering Food pp. 62-82
 "Diet: The Cancer Connection" (FFHS)
 ByteCise: Nutrition and Exercise Software (SW)
 The Diet Balancer (Nutridata)
 The Food Processor II (ESHA)
 Salty Dog (DDA Software)

COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 003.00 - C2 : Interpret the relationship of diet to health.

OBJECTIVE : 003.03 - C2 : Discuss the process of digestion, absorption and metabolism.

TIME: 2 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--------------------------------------|------|----------|---|
| Digestion, Absorption and Metabolism | C1 | | Identify the parts of the human body involved with the digestive process. Describe the role of each body part in the digestive process. |
| Digestion | | | |
| Mouth | C2 | | Interpret the role enzymes play in the digestive process. Identify the enzymes used by the body during digestion. Discuss the following: |
| Esophagus | | | Where does digestion begin? |
| Stomach | | | Where are enzymes located? |
| Small intestines | | | Are there foods that begin to digest |
| Waste elimination | | | in your mouth? |
| Absorption | | | Are there foods your body does not digest? |
| Small intestine | C1 | | Define the following terms: |
| The liver | | | Metabolism |
| Circulatory system | | | Basal metabolic rate (BMR) |
| Metabolism | | | Energy |
| Basal metabolic rate | | | Calories |
| Energy | | | Identify factors that affect your BMR. |
| Calories | C2 | | Explain the effect of fasting on your BMR. Why must large amounts of water be consumed during fasting? What harmful effects may a person experience while fasting? |
| | C2 | | Explain the process of osmosis in the digestive process. Make a summary of your observations from a teacher demonstration of the food science experiment titled "Osmosis - Travel through a Membrane." |
| | C2 | | Draw your own conclusions about enzymes and digestion by a food science experiment. Slowly chew a piece of bread. Notice how the taste of the bread becomes sweeter. Relate this to the breakdown of carbohydrates and to the role digestion plays in enhancing the oral environment for tooth decay. |

RESOURCES

Food for Today pp. 55-65
Guide to Good Food pp. 43-50
Modern Meals pp. 46-50
The World of Food pp. 67-80

Food Science and You pp.176-204

COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.01 - C3 : Determine nutrient needs of the individual.

TIME: 4 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|----------------------------------|---------------|--|
| Nutrient Needs of the Individual | C1 | Identify food groups in the daily food guide. State the recommended number of servings you need daily. |
| Daily food guide | C1 | Define the term nutrient density. Identify snack foods that are nutrient dense. |
| Milk-cheese | | |
| Fruit-vegetable | | |
| Meat-poultry-fish-beans | C3 | Critique the video: "Menu Planning for Fast Food Addicts." Discuss the following: Justify how you <u>can</u> eat healthy, nutritional foods at fast food restaurants. Explain what "informed choices" means when related to food selection at home or when eating out. Based on nutritional information about the basic food groups, what food group should we eat from in the least amount? Justify your answer. When purchasing fast or convenience foods at the grocery store, what do you need to look for in determining the nutritional quality of those food items? When eating out and making your food selection, why should you be concerned about the cooking method? Explain why the cooking methods makes a difference as related to healthy food choices. |
| Bread-cereal | | |
| Fats-sweets | | |
| Meal patterns | | |
| Breakfast | | |
| Lunch or Supper | | |
| Dinner | | |
| Snacks | | |
| Eating out | | |
| Nutrient density | | |
| | C3 | Keep a diary of the foods you eat for seven consecutive days using a computer program or food record form provided by the teacher. Evaluate your diet and meal patterns. Calculate your nutrient intake. What changes are needed that would improve your dietary habits? |
| | C1 | Identify factors that determine your nutrient needs such as age, activity level, and gender. |
| | C3 | "Gloom" ratings are designed to give a quick summary of a food's or meal's overall nutritional value. The ratings emphasize fat, cholesterol, sodium, and added sugar content which contribute to heart disease, high blood pressure, diabetes, tooth decay, and certain cancers. Using a fast-food guide, evaluate your favorite foods for their gloom points. |

OUTLINE

TYPE BEHAVIOR

STRATEGIES

- C3 Evaluate nutritional quality of food intake with the aid of computer programs.
- C3 Establish a comprehensive list of foods you like or will eat. From that list make menus for five days. You may include foods only from your comprehensive list. Evaluate your meal patterns using the daily food guide. Note menu imbalances and propose dietary changes that will enhance your nutritional intake.
- C3 As an FHA/HERO "student body" project, establish a wellness plan to include:
- Choosing and eating nutritious food
 - Exercising regularly
 - Getting plenty of sleep
 - Learning to handle stress
 - Avoiding harmful chemical substances.

RESOURCES

Food for Today pp. 75-89
Guide to Good Food pp. 52-57, 82-89
Modern Meals pp. 59-78
The World of Food pp. 57-63

Discovering Food pp. 22-27, 36-45
Fast-Food Guide
 "Junk Food" (Cambridge Career Products)
 "Menu Planning for Fast Food Addicts" (Sch.Co.)
 "Snackology" (Learning Seed)
 "Serving Sizes: Nutritional Equivalents"
 (Meridian)
 "The Fast Food Caper: What's In It For You"
 (Cambridge Career Products)
 ByteCise: Nutrition and Exercise Software (SW)
 The Diet Balancer (Nutridata)
 The Food Processor II (ESHA)

COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.02 - C3 : Modify food selection for weight control.

TIME: 2 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|--|
| Weight Control | C3 | Speak on the topic, "Battle of the Bulge" as it relates to weight control. Include probable causes for being overweight. |
| Determining ideal weight Body type Height-weight chart Skinfold test | C3 | Yo-yo dieting is when someone loses weight rapidly and then gains it right back. This process is often repeated numerous times. List reasons why this happens? Make recommendations for a healthier approach to dieting. |
| Overweight Causes Complications | C3 | Determine the following about yourself: Ideal body weight Present body weight Height Body type (small, medium or large framed) |
| Underweight Causes Complications | C3 | Assuming you need to lose weight, plan a day's menu for yourself. Refer to the food charts in your texts for serving size and caloric values. Explain the difference between your present eating habits and those of your planned diet menus. |
| Weight-related health problems Anorexia nervosa Bulimia | C3 | Identify high calorie and empty calorie foods that could be eliminated in your daily food habits. List alternate food items that are lower in calories and higher in nutritional value. |
| Maintaining proper body weight | C1 | Present a paper to the class on weight-related health problems. |
| | C3 | View a video on anorexia nervosa and bulimia. Differentiate between the two weight-related health problems. Debate, with FHA/HERO members, the relationship of America's cultural obsession with weight, eating and body image to the cause of eating disorders. |
| | C1 | Identify careers related to weight management. Describe training needed for employment. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C3 | Analyze ways you can be sensitive and helpful to a friend who may have problems with his or her weight or with food. Summarize your findings with a group or the class. |
| | C3 | Critique a video on weight control. Discuss your findings. |
| | C3 | Evaluate the expense of highly advertised dieting programs. |
| | C3 | Organize a school-wide weight-control program as an FHA/HERO project. |
| | C3 | Plan an eating disorder seminar through FHA/HERO. |
| | C3 | Determine correct size of food portions used in weight control. Demonstrate accurate measurements of food portions, using measuring cups, spoons, and a food scale. |

RESOURCES

| | | |
|---------------------------|-------------|--|
| <u>Food for Today</u> | pp. 91-104 | <u>Cancer and Nutrition</u> pp. 277-287 |
| <u>Guide to Good Food</u> | pp. 68-77 | "A Matter of Fat" (Dairy Co.) |
| <u>Modern Meals</u> | pp. 103-119 | "Cathy Rigby on Eating Disorders (Increase Video) |
| <u>The World of Food</u> | pp. 87-93 | "Controlling Weight Sensibly" (Meridian) |
| | | "Delicious Low Cholesterol and Low Calorie Cooking" (Cambridge) |
| | | "Fad versus Fit" (Cambridge Research Group) |
| | | "Fat Budgeting: A Balancing Act (Dairy Co.) |
| | | "Fit or Fat for the 90's" (PBS Home Video) |
| | | "You Can Be Too Thin: Understanding Anorexia and Bulimia", Parts I, II, III (GA) |
| | | ByteCise: Nutrition and Exercise Software (SW) |
| | | The Diet Balancer (Nutridata) |
| | | The Food Processor II (ESHA) |

COURSE: Foods and Nutrition I

UNIT: Relation of Diet to Nutrient Requirements and Health

COMPETENCY: 004.00 - C3P : Prepare foods to meet nutrient requirements.

OBJECTIVE : 004.03 - C3P : Prepare foods to meet nutritional needs.

TIME: 4 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--|------|----------|---|
| Meeting Nutritional Needs | C3P | | Use cookbooks, magazines and newspapers to locate recipes and food ideas for nutritional content. Select recipes and food ideas for each of the food groups. Present your findings to the class. |
| Apply nutrition principles in selecting foods to prepare | C3P | | Research food ideas and recipes for the following: Appealing to your age group Quick and easy to prepare Economical Nutritional density |
| Classify food mixtures | | | Organize your findings into a recipe file for future use. |
| Determine nutrient density | C3P | | Prepare several different snacks in class. Evaluate them for nutritional content, appetite appeal, taste, and preparation time required. |
| Evaluate energy values | C3 | | Select a recipe that appeals to you. Determine the nutrients this recipe will provide based on the ingredients listed in the recipe and preparation methods. Use a computer program or the nutritional charts found in your textbook as a resource for your research. Critique your selected recipe for nutrient density. Organize your findings and submit them to the teacher for evaluation. |
| Prepare food items high in nutrient density | C3P | | Use a computer program to evaluate selected recipes for nutritional and caloric content. Evaluate this information also from a financial point-of-view. |
| | C3P | | Work in small groups to prepare a display or bulletin board of nutritious food items or a combination of foods that represent a well-balanced meal. Place your project in a highly visible area to share with the entire school body. |
| | C3 | | Plan nutritious meals for an FHA/HERO chapter camping trip. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C3P | Consider two scenarios: the teenage athlete and the underactive teenager. Choose one of the above situations. Select a recipe for the situation based on nutrient density and energy value. Plan and prepare the recipe. |
| | C3 | Research career opportunities related to nutritional planning and dieting. |
| | C3P | As an FHA/HERO project, prepare and display an illustration of a nutrition trend. Present an oral interpretation of the nutritional trend. |

RESOURCES

Food for Today pp. 76-89
Guide to Good Food pp. 52-57
Modern Meals pp. 59-78
The World of Food pp. 57-63

Cancer and Nutrition pp. 277-287
 (Refer to Other Books under "Resources" for recommended cookbooks)
 ByteCise: Nutrition and Exercise Software(SW)
 Chef's Accountant (Online Search)
 The Diet Balancer (Nutridata)
 The Food Processor II (ESHA)

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.

OBJECTIVE : 005.01 - C1 : Describe basic kitchen plans, work centers and storage space.

TIME: 1.5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-----------------------|------|---|------------|
| Kitchen Organization | C1 | Identify the major work centers in the kitchen. | |
| Major Work Centers | | Describe the activities that are performed in each center and specify the basic space requirements for each work center. | |
| Refrigerator/freezer | | | |
| Range | | | |
| Sink or Cleanup | C1 | List characteristics of basic kitchen shapes. State the advantages and disadvantages of each. Choose the shape you would like to have in your dream home one day. | |
| Mixing | | | |
| Other work centers | | | |
| Laundry | | | |
| Eating | C1 | With handouts or transparencies provided by the teacher, point to the work triangle and traffic paths for each kitchen shape. Cite "trouble" areas in each when considering convenience and safety. | |
| Planning | | | |
| Basic kitchen plans | | | |
| One-wall | | | |
| Corridor | C1 | Identify types of storage space in a kitchen. Based on the work centers and the activities performed in that center, tell where the following types of items should be stored. List your responses on a kitchen floorplan handout provided by your teacher. | |
| L-shape | | | |
| U-shape | | | |
| Island | | | |
| Work Triangle | | | |
| Work flow | | | |
| Traffic paths | | | |
| Storage Space | | | |
| Food | | | |
| Perishables | | | |
| Dry/canned | C1 | Recognize current trends in kitchen designs. Cite reasons for these trends to include environmental demands. Describe your personal reactions to these trends. | |
| Equipment | | | |
| Tools and supplies | | | |
| Small appliances | | | |
| Kitchen design | | | |
| Ventilation | C1 | Choose pictures from magazines of desirable floor and wall coverings, countertops, and light fixtures. Give reasons for your choices to the class. | |
| Floor coverings | | | |
| Wall coverings | | | |
| Counter tops | C1 | Identify special accessories found in today's kitchen. Recognize how technology has created changes that meet the needs of today's families. | |
| Lighting | | | |
| Electrical wiring | | | |
| Special accessories | | | |
| Barrier-free kitchens | | | |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C1 | Identify safety hazards in the kitchen. State reasons why so many accidents in the home occur in the kitchen. Describe ways to prevent accidents from happening. List some general safety rules to follow so that the kitchen will be a safe environment. |
| | C1 | Identify types of kitchens found in other cultures. Describe how they are different from yours. Tell whether their appliances and cooking equipment are similar to or different from ours. State your findings to the class. |
| | C1 | Identify careers in kitchen planning and design. |
| | C1 | Tell what changes or adjustments need to be made to create a barrier-free kitchen for the following handicapped individuals: Blind person Person confined to a wheelchair Deaf person Highlight the class findings at your next FHA/HERO meeting |
| | C1 | Recognize ideas and techniques for planning a "Smart Kitchen:" one that is comfortable, safe, energy efficient, and environmentally friendly. |

RESOURCES

| | | |
|---------------------------|-------------|---|
| <u>Food for Today</u> | pp. 126-138 | <u>The Accessible Housing Design File</u> |
| <u>Guide to Good Food</u> | pp. 125-136 | pp. 105-143 |
| <u>Modern Meals</u> | NA | <u>The Smart Kitchen</u> pp. 97-106 |
| <u>The World of Food</u> | pp. 117-124 | "Better Homes and Gardens: Making Your Kitchen Store More" (Meredith Corporation) |

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.

OBJECTIVE : 005.02 - C1 : Identify cookware and preparation tools.

TIME: 2 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------------------------|---------------|---|
| Food Preparation Tools | C1 | Recognize the basic tools and utensils used in food preparation through teacher demonstrations and textbook illustrations. |
| Basic tools and utensils | | |
| Measuring equipment | | |
| Slicing and cutting tools | C1 | Select, from a display of kitchen tools and utensils, the correct item for a particular job. |
| Mixing tools | | |
| Baking tools | | |
| Cooking tools | C1 | Identify quality characteristics in cookware. |
| Kitchen aids | | From a consumer's standpoint, state why cookware should be an investment that will pay off in the future if good choices are made initially. |
| Cookware | | |
| Cleaning equipment | | |
| Quality characteristics | C1 | Describe appropriate cleaners to use on various types of cookware and kitchen tools. State ways to clean without damaging the "finish" on selected items. |
| Proper use and care | | |
| Storage principles | | |
| | C1 | Describe what is meant by the following storage principle: "Store items in the kitchen where they are used first." Identify other storage principles for kitchen storage. |
| | C1 | List the equipment needed to prepare a specific food item. Tell what information you used to determine your list. |

RESOURCES

Food for Today pp. 209-221
Guide to Good Food pp. 169-180
Modern Meals pp. 184-188
The World of Food pp. 163-173

Discovering Food pp. 68-73

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 005.00 - C2 : Explain techniques for organization and management of kitchen facilities, equipment and resources.

OBJECTIVE : 005.03 - C2 : Discuss the selection of major and portable appliances based on needs, care and resources.

TIME: 1.5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|----------------------------------|------|----------|--|
| Cookware and Appliance Selection | C2 | | Interpret the use of the EnergyGuide labels found on major appliances. Present in understandable terms their practical use, cost comparisons and environmental issues when making buying decisions. |
| Cookware | | | |
| Appliances | C2 | | Summarize consumer magazine articles dealing with major appliances. Identify features that are needed and used by most people. Discuss the brands that have the highest ratings based on the research provided by the magazines. |
| Major | | | |
| Portable | | | |
| Decisions | | | |
| Needs | | | |
| Budget | C2 | | Discuss warranties on appliances. Recognize the coverage and limitations as stated on the warranty. What does incorrect usage mean in terms of warranty coverage? |
| Care and upkeep | | | |
| EnergyGuide labels | | | |
| Seals of safety and performance | | | |
| Warranties | C1 | | Identify the various seals of safety and performance. Recognize their assurances to the consumer and the logos they use when labeling the appliance. |
| | C1 | | Choose one small kitchen appliance found in your home economics laboratory. Point to the consumer information provided on the appliance. Identify seals of safety and care instructions. Describe your finding to the class. |
| | C2 | | Technology has provided the home kitchen with many time-saving appliances. Explain how choosing to buy time saving appliances is affected by one's needs and resources. |
| | C2 | | Discuss the major points in the video, "Major Appliance Selection and Care." |
| | C2 | | Experts say that refrigeration can account for as much as one third of household energy expenditure. Discuss factors that affect energy efficiency in refrigerators. |

RESOURCES

Food for Today pp. 140-158
Guide to Good Food pp. 146-167
Modern Meals pp. 173-191
The World of Food pp. 145-163

Discovering Foods pp. 62-67
The Smart Kitchen pp. 36-38, 49-57
"Major Appliance Selection and Care" (Meridian)
"Microwave Cooking" (Meridian)

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.01 - C2 : Interpret the use of time, energy and money in meal management.

TIME: 2 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|------------------------------------|------|----------|--|
| Using Resources in Meal Management | C2 | | Discuss how the following can save time and energy: Money Personal skills Convenience foods |
| Resources | | | |
| Time | | | |
| Energy | | | |
| Money | C1 | | List five convenience foods used in your home within the past week. Describe how the food was used. Was it an alternative to the use of time and energy? If so, how? |
| Personal skills | | | |
| Kitchen equipment | | | |
| Meal management principles | | | |
| Food purchasing | C2 | | Explain how nutritious menu planning can save money on the food budget. In your explanation, include reasons such as "avoids overbuying of food," "buying unnecessary food items," and "all foods purchased are used." |
| Food budget | | | |
| Nutritious menu planning | | | |
| Pre-preparation | | | |
| Time schedule | C1 | | Describe the procedure for setting up a time schedule for meal preparation. List reasons why it is helpful for a beginning cook to make out a time schedule. |
| Work simplification | | | |
| Clean-up | | | |
| Conservation in the kitchen | | | |
| Water | | | |
| Food | C2 | | Discuss the term pre-preparation, and relate its use to a recipe of stir-fried chicken and vegetables. Which takes the longest - preparing the foods for cooking or the actual cooking? |
| Energy | | | |
| Recycling | | | |
| | C2 | | Outline methods of conservation in the kitchen. Discuss ways technology has impacted these areas. Water Food Energy Recycling Discuss things you are already doing at home to conserve in the above-mentioned areas. Relate this activity to the FHA/HERO project, "Save it" or "Wave it good bye." |
| | C2 | | Illustrate the use of a personal computer for recipe indexing, shopping, storing, meal planning and entertaining. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C2 | Define work simplification. Identify some work simplification techniques used in meal management. |
| | C2 | Discuss the use of time schedules in food preparation. Using a computer program, illustrate how to set up a time schedule for a selected food item or menu. |

RESOURCES

| | | |
|---------------------------|----------------------|---|
| <u>Food for Today</u> | pp. 253-266 | <u>Discovering Food</u> pp. 122-133 |
| <u>Guide to Good Food</u> | pp. 198-215 | <u>The Smart Kitchen</u> pp. 37-38 |
| <u>Modern Meals</u> | pp. 150-166, 245-254 | "Timing and Organization in Food Preparation" (Meridian) |
| <u>The World of Food</u> | pp. 176-195 | Chef's Accountant (Online Search) |

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.02 - C1 : Describe safety and sanitation practices in food preparation and service.

TIME: 2 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|---|
| Safety and Sanitation Principles | C1 | Recognize the main points made from the video, "The Danger Zone." Answer the following: What is the role of bacteria in food contamination? How does cleanliness and good personal hygiene help stop the spread of bacteria? List safe food preparation, storage and handling practices. List symptoms and treatment of food-borne illness. |
| Safety principles | | |
| Accidents and prevention | | |
| Falls | | |
| Cuts | | |
| Fires and Burns | | |
| Choking | | |
| Poisoning | | |
| Electric Shock | C1 | Describe basic first aid procedures for injuries that occur in the kitchen. |
| Work simplification | | |
| Clean-up | | |
| First Aid | C1 | List types of food-borne illnesses. Identify factors that prevent food-borne illnesses from happening and the foods most susceptible to contamination. |
| Sanitation principles | | |
| Food | | |
| Food-borne illness | C1 | List steps taken by the school cafeteria to promote safety and sanitation as reported by the cafeteria manager. Tell how you can follow the same or similar steps at home to avoid accidents and food poisoning. |
| Principles of food handling and storage | | |
| Personal hygiene | | |
| Kitchen | | |
| Special occasions | C1 | List safety and sanitation procedures to follow in the home economics laboratory. State the importance in following these procedures. |
| Holidays and parties | | |
| Outdoor meals | C1 | Describe how to use a fire extinguisher. Recognize different types of fires and techniques for extinguishing them. |
| | C1 | State the importance of personal hygiene during food preparation. Identify personal hygiene standards to practice in the kitchen or foods laboratory. |
| | C1 | Cite examples to show how easily food-borne illness can occur at parties or outdoor meals. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C1 | Chemical poisonings occur too frequently within the home. Young children are especially susceptible. List guidelines for using and storing poisonous chemicals in the home. |
| | C1 | Identify the job responsibilities of a health inspector. |
| | C1 | Identify "home recipes" for cleaning supplies that are inexpensive and environmentally safe. (Example: ammonia and water to clean glass or baking soda for removing odors) |
| | C1 | In your FHA/HERO newsletter, highlight environmentally safe ideas for cleaning the kitchen. |
| | C1 | Identify safety tips for microwave use. |
| | C1 | The kitchen is the most dangerous room in the house. Identify safety strategies for dealing with fire, electric, gas, hot water, sharp implements, motorized gadgets, and heavy pots. |

RESOURCES

Food for Today pp. 193-207
Guide to Good Food pp. 93-1069
Modern Meals pp. 255-270
The World of Food pp 121-141

All-New Hints from Heloise pp. 49-69
Careers in Home Economics pp. 285 - 289
Clean and Green
Discovering Foods pp. 108-121
The Smart Kitchen pp.39-44
 "The Danger Zone" (USDA)
 "Kitchen Safety and Sanitation" (Meridian)

COURSE: Foods and Nutrition

UNIT: Management of Kitchens and Resources

COMPETENCY: 006.00 - C2 : Investigate effective and efficient use of resources in the preparation and service of food.

OBJECTIVE : 006.03 - C2 : Interpret meanings of terminology, symbols, computations, abbreviations and directions in recipes.

TIME: 3 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|--|
| The Recipe | C2 | Explain how to use the various methods of cutting foods such as: |
| Using a recipe | | paring mincing |
| What a recipe includes | | cubing coring |
| Format | | shredding julienne |
| Directions | | scraping dicing |
| Equivalents and substitutes | C1 | List steps for increasing and decreasing recipes. Describe types of recipes that can successfully be modified. List reasons you might want to increase or decrease a recipe. |
| Increasing and decreasing | | |
| Symbols and abbreviations | C2 | Explain how to measure the following ingredients accurately. |
| Measuring techniques | | Dry ingredients |
| Dry ingredients | | Liquid ingredients |
| Liquids | | Solid shortening |
| Fats and oils | | Discuss the following: |
| Terminology and preparation techniques | | Describe the correct procedure for measuring flour. |
| Cutting | | Describe the water displacement method when measuring solid shortening. |
| Mixing | | Why pack brown sugar in a measuring container? |
| Cooking with liquids | | How do you halve an egg? |
| Cooking with fats | | Why would you not measure liquids over the mixing bowl you are using? |
| Oven cooking | C1 | Identify the various types of recipe formats. With examples provided by the teacher, identify the format used. State which type of format is easiest to follow. Why? |
| Broiling and grilling | C2 | Illustrate the use of recipe terminology with the help of videos, demonstrations or your textbook. |
| | C1 | Identify the basic skills of math and reading used in following recipes and food preparation. |

OUTLINE

TYPE BEHAVIOR

STRATEGIES

- C2 During a FHA/HERO meeting, identify careers related to testing and developing recipes. State reasons why large food companies hire employees just for testing recipes using their food products. Discuss recipe contests that you have seen posted or advertised in magazines or newspapers. Consider entering for fun!
- C1 Identify common abbreviations and symbols on flashcards. Choose a partner. As he or she hold up the card, tell what each of the symbols and abbreviations represent. Let your partner do the same for you.
- C2 Choose a favorite recipe. Identify the ingredients and directions for preparing the food. Rewrite the recipe using a different format.
- C2 Summarize recipe modifications necessary for high altitude cooking.
- C2 Explain cooking techniques used in saving nutrients.

RESOURCES

Food for Today pp. 223-238
Guide to Good Food pp.
Modern Meals pp. 193-228
The World of Food pp. 199-217

Careers in Home Economics pp. 278-282,253
Discovering Food pp. 74-107
 "Measuring Solids and Liquids" (Meridian)
 "Substituting Ingredients" (Meridian)
 "Trucs of the Trade" (J2 Communications)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 007.00 - C3P : Prepare quick breads and grain products.

OBJECTIVE : 007.01 - C3P : Use basic ingredients to prepare and serve quick breads.

TIME: 7 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES | |
|---------------------------|---------------|---|---------------------------|
| Quick bread basics | C1 | Identify the functions of the following basic ingredients: | |
| Principles of baking | | Flour | Eggs |
| Basic ingredients | | Leavening agents | Liquids |
| Baking process | | Shortening | Seasonings and flavorings |
| | | Sweeteners | |
| Quick breads | | | |
| Nutrient value | C3P | Prepare a bulletin board with pictures of the basic ingredients. Beside each ingredient, list its function(s). | |
| Kinds | | | |
| Basic ingredients | | | |
| Basic types | | | |
| Batters | C1 | Describe the types of flours used in quick breads. State their differences. Identify their gluten content and their effect on various bread products. | |
| Doughs | | | |
| Mixing methods | | | |
| Muffin | | | |
| Biscuit | C3P | Select a variety of regional and international quick bread recipes. Determine their nutritional value. How can additional nutrients be added? | |
| Pans for Baking | | | |
| Type material | | | |
| Preparation | | | |
| Uses and storage | C3P | Demonstrate the production of carbon dioxide from baking soda and baking powder. Add vinegar to baking soda. What happens? What happens when warm water is added to baking powder? State the difference between baking soda and baking powder. | |
| | C3P | Using basic measuring techniques, demonstrate the differences between the muffin mixing method and the biscuit mixing method. Prepare quick breads using both methods. | |
| | C3 | Evaluate types of materials and finishes used for baking utensils. Discuss the advantages and disadvantages of each type. Evaluate costs. | |
| | C3P | Practice parliamentary procedure in the selection of quick bread recipes to prepare in class. Plan and organize a quick bread lab following teacher instructions. Evaluate your quick bread products. Critique your laboratory procedures and make recommendations for improvement. Put into effect your recommendations during your next lab experience. | |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---|------------|
| C3P | <p>Food allergies create a challenge for today's cook. Collect or modify quick bread recipes designed to meet the following special dietary needs:</p> <p style="padding-left: 40px;">Allergic to wheat products (ex. substitute Lactose intolerance rice flour) Low sodium Eggless diets</p> | |
| C2 | Explain the difference between a batter and a dough. | |
| C1 | Quick breads dry out quickly. Describe the principles of storing quick breads to prolong their freshness for future use. | |
| C3 | Compare the cost of "homemade" quick breads to those that are purchased. | |
| C3P | <p>Experiment with cornstarch and flour as thickening agents. Using microwavable containers, place two tablespoons of flour in one container and, in the other, two tablespoons of cornstarch. Add one cup of cold water to each and mix well. There should be no lumps. Microwave on high, stirring and checking each mixture at fifteen second intervals. Write down your observations. Microwave these mixtures until they have thickened. From your observations, answer the following:</p> <p style="padding-left: 40px;">Which mixture is the thickest? Evaluate the clarity of the mixtures. Which one is clear? Opaque? What conclusions can you make about cornstarch and flour?</p> | |

RESOURCES

| | | |
|---------------------------|----------------------------------|--|
| <u>Food for Today</u> | pp. 422-441, 141-143 | <u>Discovering Food</u> pp. 268-283 |
| <u>Guide to Good Food</u> | pp. 383-394, 175-178 | (Refer to Other Books under "Resources" for recommended cookbooks) |
| <u>Modern Meals</u> | pp. 347-358, 192-207, 184-186 | "Fitness Muffins" (JVM Productions) |
| <u>The World of Food</u> | pp. 454-464, 163-168 | "New Southern Living Cooking with Nathalie Dupree Baking Video" |

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 007.00 - C3P : Prepare quick breads and grain products.

OBJECTIVE : 007.02 - C3P : Demonstrate the selection and preparation of a variety of grain products.

TIME: 3 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|--|
| Grain products | C1 | Describe the difference between refined and unrefined grain products. Which product has the higher nutritional value? Why? |
| Nutrient value of grains Unrefined and refined Enriched and fortified | C1 | State the difference between enriched and fortified. Describe how fortified foods provide high nutrient consumption with single servings. |
| Kinds of grain products Flours Pasta Rice Corn Breakfast cereals Others | C3 | Examine labels on enriched and unrefined grain products. Evaluate each product for its nutritive value and cost. |
| Cookery principles and methods | C1 | Identify the kinds of grain products available to consumers. List those products that are readily available in your area food stores. |
| Cooking with starch Flour Cornstarch Pasta Rice Breakfast cereals | C3 | Using parliamentary procedure, select the top five favorite breakfast cereals consumed by your classmates. Evaluate nutritional content using cereal labels provided by the class. Discuss the following: Which cereal was lowest in sugar? Sodium? Which cereal provided the highest percentage of daily nutrient requirements? Which cereal was whole-grained? Enriched? Which cereal was most nutrient dense for its cost? |
| Care and storage principles | C1 | Identify examples of the four general types of pasta: hollow, long and thin, flat and decorative. Give a description of each of the general types. |
| | C3P | Pasta and rice freeze well. Demonstrate how these foods can become "convenience foods." Prepare and package pasta and rice in measured quantities for future use in the foods lab (Example: Use frozen rice during the poultry unit for stir-fried chicken and rice). Explain how this is a time-management technique. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C3P | Demonstrate how to cook pasta. Test for doneness. Discuss the Italian term "al dente." Use the cooked pasta in a favorite recipe. |
| | C3 | Malnutrition is a global issue. As a FHA/HERO project, identify countries in which diets are low in animal protein. Research ways grain products can be combined with other food products to form complete protein. Discuss whether these grain products are available in the countries identified. Create an awareness within your school and community environment about this information. |

RESOURCES

Food for Today pp. 408-420
Guide to Good Food pp. 370-381
Modern Meals pp. 333-341
The World of Food pp. 291-305

Discovering Food pp. 164-171
 (Refer to Other Books under "Resources" for recommended cookbooks)
 "Noodle Making: Cheap and Easy" (JVM Productions)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 008.00 - C3P : Prepare fruits and vegetables.

OBJECTIVE : 008.01 - C3P : Demonstrate the principles of selecting, preparing and serving fruits.

TIME: 4 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---|------|----------|---|
| Fruits | C1 | | Identify the key nutrients found in fruit. State why the fiber found in fruit is so important. |
| Nutrient value of fruit | | | |
| Buying and storage principles | C1 | | Describe the principles of buying and storing fresh fruit. Recognize signs of good quality. |
| Fresh fruits | C3 | | Calculate the difference in cost of one type of fruit purchased in the following forms: fresh, frozen, canned, and dried. |
| Processed fruit | | | Which was least expensive? Most expensive? |
| Frozen | | | |
| Canned | | | |
| Dried | | | |
| Principles and methods of fruit cookery | C3P | | Prepare a fruit that is available in fresh, frozen, dried and canned forms. Prepare the products using the principles of fruit cookery. Evaluate the products by comparing appearance, color, texture and flavor. State your preference. Justify your answer. |
| Preparation guidelines | | | |
| Cooking fruits | | | |
| Baking | | | |
| Broiling | C3P | | Serve a variety of fresh fruits as refreshments for an FHA/HERO meeting. Creatively cut and arrange the fruits. Demonstrate various ways fresh fruits are treated to avoid discoloration. |
| Frying | | | |
| Microwave | | | |
| Cooking in liquids | | | |
| Serving Fruits | C1 | | Describe storage principles of fresh and processed fruit. |
| Fresh | | | |
| Cooked | C3 | | Research the impact pesticides and insecticides have had on the fruit industry. Review consumer articles revealing the effects these agents have on the human body. Critique the video: "Kids and Pesticides." |
| Storage principles of fruits | | | |
| | C3 | | Recommend techniques to prevent enzymatic browning in fruits. |
| | C1 | | Identify imported fresh fruits found in your local food store. State their geographical origin. |

RESOURCES

Food for Today pp. 284-297
Guide to Good Food pp. 321-331
Modern Meals pp. 286-300
The World of Food pp. 272-288

Discovering Food pp. 172-179
Food Science and You pp.205-206
"How to Garnish" (Int'l Culinary Consultants)
"Kids and Pesticides" (ffhs)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 008.00 - C3P : Prepare fruits and vegetables.

OBJECTIVE : 008.02 - C3P : Demonstrate the principles of selecting, preparing and serving vegetables and legumes.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|--|
| Vegetables and Legumes | C1 | State the difference between vegetables and legumes. |
| Nutrient value of vegetables and legumes | C1 | Identify the nutrients found in vegetables. Recognize that color is the key to indicating the nutritional content of a vegetable. |
| Classes of vegetables | C1 | Recognize how vegetables are classified. Identify the six classes of vegetables, and give an example of each class. |
| Root | | |
| Stem | | |
| Leaf | | |
| Flower | | |
| Seed | C3P | Locate vegetables grown in other countries that are found in local food stores. Examine the vegetables, and determine their classification. Research cooking methods for the selected vegetables. Prepare and sample the vegetables. |
| Fruit | | |
| Buying and storage principles | | |
| Fresh | | |
| Processed | C3P | Obtain food store advertisements. Calculate the cost per serving of specific vegetables. Note vegetables that are in-season, out-of-season, and those that are imported. Justify the comparative cost of each vegetable. Identify key factors that affect prices of fresh produce. |
| Frozen | | |
| Canned | | |
| Dried | | |
| Dehydrated | | |
| Principles and methods of vegetable cookery | C3P | Explore the principles and methods of cooking vegetables. Select vegetables to prepare. Research recipes or creative cooking methods for these vegetables with an emphasis on nutrient retention. Evaluate the products for color, flavor, texture, and eye appeal. |
| Preparation guidelines | | |
| Cooking vegetables | | |
| Fresh | | |
| Processed | | |
| Legumes | | |
| Serving and storage principles | C3 | "Are our vegetables safe to eat?" Determine the answer to that question. Present your findings to the class. |
| | C3 | Critique a video on one or more of the following: Selecting and storing vegetables Preparing vegetables Garnishing with vegetables. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C3 | Research a career as a produce buyer in a variety of job situations. |
| | C3 | Research techniques used by our ancestors for preserving and storing vegetables for future use. Compare those techniques to those used today. Discuss the impact technology has made on vegetables, their quality and availability. |
| | C2 | Discuss the principles of storing fresh vegetables in the home. |
| | C1 | Identify quality sources of vegetable protein. Describe how to combine specific vegetables and legumes to produce complete protein. |
| | C3 | Determine the effects of sunlight on Irish potatoes. (Note: Is it harmful to eat the part that has turned green from sunlight exposure?) |

RESOURCES

Food for Today pp. 297-315
Guide to Good Food pp. 333-350
Modern Meals pp. 300-315
The World of Food pp. 413-425

Discovering Food pp. 180-195
 "Fit for Life: Delicious Vegetable Entrees"
 (Cambridge)
 "How to Garnish" (Int'l Culinary Consultants)
 "Preparing Vegetables" (Meridian)
 "Selecting and Storing Vegetables" (Meridian)
 (Refer to the section Other Books under
 "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.01 - C3P : Demonstrate the principles of selecting, preparing and serving meats.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|---------------|--|
| Meats | C1 | Identify the nutrient value of red meat. |
| Nutrient value of meat | C3 | Locate the various cuts of meat illustrated on charts in the textbook. Discuss how the anatomical location of the meat acts as a tenderness indicator. |
| Red meat | | |
| Kinds | | |
| Cuts | C3 | Red meat includes beef, pork, and lamb. Today's consumption of red meat is being impacted by its content of saturated fats and the role it plays with health issues. Prepare a news forecast predicting how technology is taking the "fat" out of red meats. Research information to document and support your forecast. |
| Tender | | |
| Less tender | | |
| Forms | | |
| Meat inspection and grading | | |
| Prime | | |
| Choice | | |
| Select | C2 | Describe the differences among the grades of red meat. Explain why prime cuts are primarily found in quality restaurants. Identify what grades are commonly sold in food stores. Recognize grades used at local or chain steak houses. Discuss how that top grade may not be the best for you when looking at saturated fat content. |
| Buying principles for meat | | |
| Identifying cuts | | |
| Variety meats | | |
| Processed | | |
| Principles and methods of meat cookery | | |
| Guidelines | C3P | Apply the principles of meat cookery to a less tender cut. Work in small groups to determine the best cooking method and the recipe to be used. For a larger variety, groups should avoid using the same recipe or cooking method. Prepare and sample the foods, allowing the entire class to sample from each recipe. Evaluate the meats for flavor, tenderness, cost and class appeal. |
| Cookery methods | | |
| Dry heat | | |
| Moist heat | | |
| Cooking fat | | |
| Tenderizing meat | | |
| Storage of meats | | |
| Fresh | C3 | Investigate the principles of buying meats. Explain influencing factors, such as bone-in or boneless when purchasing meats. Determine portion or serving size, with and without bones. |
| Cured, canned and frozen | | |
| Serving meats | | |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C3P | Explain the use of enzymes to tenderize meats. Investigate their use on a less tender cut of meat in a foods laboratory. Evaluate the results. |
| | C3 | Discuss the principles of meat storage. Apply these principles at home with fresh, cured, canned and frozen meats. |
| | C3 | Critique a video on meat preparation, cooking and serving. |

RESOURCES

Food for Today pp. 347-367
Guide to Good Food pp. 234-253
Modern Meals pp. 377-395
The World of Food pp. 356-381

Discovering Food pp. 216-227
 "Around the World with Pork"
 "Preparing Meats" (Meridian)
 "Selecting and Storing Meats" (Meridian)
 (Refer to the section Other Books under
 "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.02 - C3P : Demonstrate the principles for selecting, preparing and serving poultry.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------------------------|---------------|---|
| Poultry | C3 | Determine the nutrient value of poultry. |
| Nutrient value of poultry | C3 | Compare the fat levels in chicken, turkey, and duck. Do you note major differences with the fat content? |
| Kinds of poultry | C3P | Demonstrate boning a turkey breast. From the boned turkey, prepare turkey cutlets, strips for stir-frying and grind the remainder. Think of creative ways to prepare your turkey. Compare the cost difference when using purchased cutlets, strips and ground turkey. |
| Chickens | | |
| Turkeys | | |
| Ducks | | |
| Geese | | |
| Classes of Poultry | C3 | Gather basic facts and nutritional data on poultry from the North Carolina Poultry Federation. Develop your own poultry recipe and enter the cooking contest. |
| Broiler-fryer | | |
| Roosters | | |
| Capons | | |
| Fowl | | |
| Buying Principles | C1 | Identify the kinds and classes of poultry. List the characteristics of each type. |
| Forms | | |
| Amount to buy | | |
| Storage principles | C3P | Demonstrate the basic methods of cutting a whole chicken into parts and deboning breasts and thighs. Prepare the chicken using the following techniques: |
| Fresh | | |
| Frozen | | |
| Leftovers | | |
| | | Stir-fry Pan-broil |
| | | Saute Broil |
| Cookery principles | C1 | Identify the proper methods for safe handling, preparation and storage of poultry. Describe salmonella, its prevalence in poultry and how it can be destroyed. |
| Basic guidelines | | |
| Cooking methods | | |
| | C2 | Demonstrate basic methods of cooking chicken. Recognize methods using herbs, sauces and marinades that preserve its nutritional value while adding very few calories and sodium. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C2 | Decide how much poultry to buy when preparing selected recipes. Consider bone-in and boneless recipes. Identify factors affecting the type of poultry you buy, such as light meat, dark meat, whole chickens or chicken pieces. |
| | C1 | Identify basic principles and methods of cooking chicken on the grill. (Teacher note: If available, experiment using the indoor stovetop grill) |
| | C3P | Demonstrate microwave techniques for cooking chicken. |
| | C1 | Identify careers related to poultry. |
| | C3P | As one refreshment for an FHA/HERO meeting, use turkey sausage to prepare sausage balls. Listen for the positive comments! |

RESOURCES

Food for Today pp. 369-379
Guide to Good Food pp. 255-264
Modern Meals pp. 397-408
The World of Food pp. 384-396

Discovering Food pp. 196-205
 "Selecting, Storing and Preparing Poultry"
 (Meridian)
 (Refer to the section Other Books under
 "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.03 - C3P : Demonstrate the principles of selecting, preparing and serving eggs.

TIME: 3 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---------------------------------------|------|----------|--|
| Eggs | C1 | | Identify the nutrient value of eggs. |
| Nutrient value of eggs | C3P | | Prepare your own low-cholesterol eggs using the following recipe. Yield: Equivalent to one large egg. 1 T. nonfat dry milk, 2 T. egg whites, 4 drops yellow food coloring, 1 tsp. vegetable oil (nonsaturated). Separate egg whites and sprinkle with nonfat milk. Beat mixture until smooth. Add food color and oil. Blend well. This mixture can be stored in the refrigerator for up to three weeks. Measure and use as you would use whole eggs in recipes. Compare these low-cholesterol eggs to whole eggs. Can you tell a difference? |
| Principles of buying and storing eggs | | | |
| Grades | | | |
| Sizes | | | |
| Storage | | | |
| Freezing | | | |
| Egg substitutes | | | |
| Principles of egg cookery | | | |
| Eggs alone | | | |
| Using eggs in recipes | C1 | | List the principles of buying and storing eggs. State reasons why colored eggs at Easter need to be refrigerated (even if they are uncracked). |
| | C1 | | Define the functions eggs serve in various recipes. emulsify leaven tenderize thicken bind coat flavor |
| | C3P | | Perform an "Egg Foam Stability" experiment to examine the stability of an egg foam. |
| | C3P | | Use principles of egg cookery to prepare eggs in a variety of ways. Note: Recycle your egg shells! Scrambled Hard-cooked Baked (shirred) Soft-cooked Fried Omelets Poached Casseroles |
| | C3 | | Critique the video, "The Whole World Beggs for Eggs." |

RESOURCES

Food for Today pp. 395-406
Guide to Good Food pp. 280-294
Modern Meals pp. 444-457
The World of Food pp. 340-354

Discovering Food pp. 228-235
Foods pp. 355-369
Food Science and You pp. 156-159
"The Whole World Beggs for Eggs"
(NC Egg Association)
(Refer to the section Other Books under
"Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.04 - C3P : Demonstrate the principles of selecting, preparing and serving seafood.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------------------------------|---------------|--|
| Seafood | C1 | Recognize the difference between fish and shellfish. State examples of each type. Identify types of fish and shellfish that you have eaten. |
| Nutrient value of seafood | | |
| Types | C2 | Explain how water pollution affects the safe eating of fish and shellfish. Cite examples of harm done to the seafood population by water pollution. Share your findings with the class. |
| Fish | | |
| Shellfish | | |
| Forms | | |
| Fresh | C3P | Demonstrate the principles of preparing fish by one of the following cooking techniques: |
| Frozen | | |
| Cured | | Baked Poached |
| Canned | | Broiled Steamed |
| | | Microwaved |
| Selecting and buying principles | C1 | Identify the nutrient value in fish and shellfish. |
| Selection principles | | |
| Fresh fish | C3 | Investigate why seafood is valued so highly for its quality protein and low fat content. Prove its use in weight loss or low cholesterol diets. |
| Shellfish | | |
| Canned | | |
| Amounts to buy | | |
| Storage principles | C3 | Prepare a list giving the principles of buying and selecting fresh seafood. Visit a local seafood store or supermarket to examine seafood for freshness. Note odors and sights observed to share with the class. Determine if an "ammonia smell" is a good sign for freshness in shrimp. |
| Principles of seafood cookery | | |
| | C3P | Research the price and availability of fresh seafood in your area. Select and purchase a type of seafood based on what your budget will allow. Plan and prepare your seafood. Evaluate the results. |
| | C3 | Critique a video on seafood cookery. |

RESOURCES

Food for Today pp. 382-391
Guide to Good Food pp. 266-278
Modern Meals pp. 410-421
The World of Food pp. 399-410

Discovering Food pp. 206-215
"Preparing Seafood" (Meridian)
"Selecting and Storing Seafood" (Meridian)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Food Preparation Techniques

COMPETENCY: 009.00 - C3P : Prepare meats, poultry, eggs, seafood, and dairy products.

OBJECTIVE : 009.05 - C3P : Demonstrate the principles of selecting, preparing and serving dairy products.

TIME: 3 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|---------------|--|
| Dairy foods | C1 | Identify the nutrients in milk and milk products. |
| Milk and milk products | C1 | Milk comes in a variety of forms. Identify and give a description of each form. |
| Nutritive value | | |
| Milk forms | | |
| Milk products | C2 | Interpret the role of butterfat in heart disease. |
| Cream | | |
| Butter | C3 | Investigate the principles of milk cookery to avoid the following problems: |
| Yogurt | | Curdling |
| Frozen | | Scorching |
| Grades and Uses | | Skin formation |
| Principles and methods of milk cookery | | |
| Buying and storage principles | C2 | Recognize differences in the following: ice cream, sherbet and frozen yogurt. |
| Cheese | C3 | Determine the price of a gallon of milk. Calculate how much a gallon of milk costs when made from dried milk. Compare the costs. |
| Nutritive value | | |
| Forms | | |
| Fresh | | |
| Natural | C1 | Milk and milk products are dated. State storage principles that preserve the freshness of milk and milk products. Recognize expiration dates on these products. |
| Imitation | | |
| Principles and methods of cheese cookery | | |
| Buying, uses and storage principles | C3P | Apply the principles of milk cookery in preparing hot cocoa beverages. Divide into small groups and work as follows: one group use fresh fluid whole milk, another use reconstituted non-fat dry milk and a third group use evaporated milk. Sample and evaluate each product from the standpoint of differences in appearance, texture and flavor. Which do you prefer? |
| Dairy substitutes | | |
| Serving milk and cheese products | C3P | Determine the effects of acids and enzymes on milk products. As a food science experiment, prepare your own buttermilk or yogurt. Evaluate the results. |
| | C3 | Write a paper on lactose intolerance. Include a definition, the symptoms, why it develops, and determine if there is a cure or treatment for this condition. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C2 | Identify the nutritional value of cheese. Discuss sodium, saturated fat and cholesterol content. |
| | C3 | Examine imitation cheeses for their nutritional content and their lower cholesterol levels. Compare them to natural cheeses for nutritional value and cost. Debate whether or not they are good choices. |
| | C3P | Prepare a cooked cheese dip using the principles of cheese cookery. |
| | C3P | Taste a variety of cheeses. Identify the cheeses and give a description of each type. State how each can be used. |
| | C1 | Recognize the categories of cheese served as refreshments at an FHA/HERO meeting. Identify the types you like the most. |
| | C3 | Determine the cultural origin of various types of cheese. |
| | C1 | Recognize the texture changes that occur in cheese after being frozen. Describe ways cheese can still be used satisfactorily. |
| | C1 | State the effects of temperature on cheese. |

RESOURCES

| | | | |
|---------------------------|----------------------|---|-------------|
| <u>Food for Today</u> | pp. 330-344 | <u>Discovering Food</u> | pp. 150-163 |
| <u>Guide to Good Food</u> | pp. 296-319 | "Cheeses of the World" (Dairy Council) | |
| <u>Modern Meals</u> | pp. 458-482 | "Chocolate Milk" (Dairy Council) | |
| <u>The World of Food</u> | pp. 308-323, 327-337 | "Lactose Intolerant People Are... Getting Along With Milk" (Dairy Council) | |
| | | (Refer to the section Other Books under "Resources" for recommended cookbooks) | |

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.01 - C1 : Describe the rituals and symbols of an organization.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|------------------------------------|------|---|------------|
| Organizational Rituals and Symbols | C1 | Recognize the emblem, flower and colors of FHA/HERO. | |
| Rituals and Symbols | C1 | State the eight purposes of FHA/HERO. Tell what each purpose means to you. | |
| Objective | | | |
| Purposes | | | |
| Motto | C1 | Tell the story of the rose and how it became the FHA/HERO flower. | |
| Creed | | | |
| Ceremonies | | | |
| Emblem | C1 | Recognize the FHA/HERO emblem. Point to each illustration on the emblem and tell what each one means. Recognize how the emblem has eight sides, each symbolizing one of the eight purposes. | |
| Flower | | | |
| Colors | | | |
| | C1 | State, in you own words, the meaning of the FHA/HERO motto, "Toward New Horizons." | |
| | C1 | Describe the various ceremonies held in the FHA/HERO organization. | |

RESOURCES

FHA/HERO Chapter Handbook pp. 1-13
Learn, Grow, Become pp. 1-29
North Carolina FHA/HERO Handbook pp. 58-60

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.02 - C2 : Illustrate effective and ineffective leadership.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------------|------|--|---|
| Leadership | C2 | Relate the following personal traits to leadership qualities: | |
| Leadership qualities | | | Loyalty to an organization |
| Positive personality | | | Sensitivity to group and individuals |
| Effective communication | | | Impartiality as one helps |
| Good memory | | | "Umpires" and moderates |
| Creativity | | | Patience |
| Sells ideas | | | Sense of humor |
| Solves problems | | | Democratic attitude that encourages group members to "rise and shine" |
| Businesslike appearance | | | Recognition of the value of "expert's" information but carefully defines the "expert's" role. |
| Leadership Styles | C2 | Discuss the following two concepts about leadership. Recognize how these concepts lead to success in an organization or a group. | |
| Autocratic | | | "Leadership is action by people that helps the group accomplish its objectives." |
| Democratic | | | "A leader is any person who helps the group move forward toward determining and fulfilling its objectives." |
| Laissez faire | | | |
| Effective | | | |
| Ineffective | | | |
| | C2 | Interpret ways leaders can provide opportunities for members to get involved. Examples: Rotation of jobs, group discussions for input, or wide variety of experiences to incorporate numerous talents. | |
| | C1 | Identify things that "turn you off" from people in leadership roles. | |
| | C2 | Explain the three styles of leadership. Discuss the advantages and disadvantages of each. | |

RESOURCES

North Carolina FHA/HERO Handbook pp. 7-18
Learn, Grow, Become pp. 123-172
Leadership Development, 2E pp. 8-11

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 010.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 010.03 - C1 : Identify opportunities for leadership roles and cooperative efforts.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|------------------------------------|------|---|------------|
| Leadership Roles and Opportunities | C1 | Recognize the structure and roles of various types of groups or organizations. Identify the need for "hierarchical" positions within each unit. State how the success of any unit is dependent on the cooperation of the whole. | |
| Roles | | | |
| Family | | | |
| Friends | | | |
| School | | | |
| Organizations | C1 | List benefits of being a productive member of an organization. | |
| Member | | | |
| Officer | C1 | Recognize techniques for giving constructive criticism to someone. Tell of situations in which you have received constructive criticism and give your personal reaction(s). | |
| Committee head/member | | | |
| Community | | | |
| Opportunities for involvement | C1 | Identify some "positive" ways to admit: "I was wrong" or "I made a mistake." | |
| Family | | | |
| School organizations | C1 | Networking provides access to people and resources. It can promote cooperative relationships within an organization. Identify how networking can be used in your organization. | |
| Community activities | | | |
| | C1 | There are always followers and leaders in any group. Identify other roles found in groups such as a compromiser or an opinion-giver. | |

RESOURCES

- FHA/HERO Chapter Handbook pp. 46-48
Leadership Development, 2E pp. 8-11
Learn, Grow, Become pp. 157-164
North Carolina FHA/HERO Handbook pp. 7-18

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.01 - C3 : Use the planning process to make decisions.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------|------|--|--|
| Planning Process | C1 | Identify the steps in the FHA/HERO planning process. State how they are used in making organizational decisions. | |
| Planning Process | | | |
| Identify concerns | | | |
| Set Goals | C3 | Use the planning process to make decisions about an FHA/HERO project. | |
| Form a plan | | | |
| Act on the plan | | | |
| Follow-up | C3 | Use the brainstorming technique to gather ideas for projects for your organizations. | |
| | C3 | Organize monthly campaigns to promote food, nutrition and fitness. Plan an activity that relates to the current monthly campaign. Examples are as following: | |
| | | January | National Egg Month |
| | | February | Potato Lover's and Heart Month |
| | | March | National Nutrition Month |
| | | April | Cancer Control Month |
| | | May | Salad Month, Physical Fitness and Sports |
| | | June | Dairy Month |
| | | July | Peach and Blueberry Month |
| | | August | Sandwich Month |
| | | September | Better Breakfast Month |
| | | October | National Restaurant Month |
| | | November | National Diabetes Month, National Mushroom Month |
| | | December | (Create your own campaign) |
| | C3 | Apply the decision-making process to a family management problem. Example: Conflict with family members schedules and after-school activities. | |

RESOURCES

| | |
|-------------------------------------|------------------|
| <u>Careers in Home Economics</u> | pp. 38-39, 72-83 |
| <u>Discovering Food</u> | pp. 14-15 |
| <u>FHA/HERO Chapter Handbook</u> | pp. 31-40 |
| <u>Foods Teacher Resource Guide</u> | pp. 18-19 |
| <u>Learn, Grow, Become</u> | pp. 65-66 |

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.02 - C3 : Distinguish between long- and short-term goals.

TIME: .5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------------------|------------------|---|
| Goals | C1 | State the difference between a short- and long-term goal. |
| Types | | |
| Long term | C3 | Prepare a list of personal short- and long-term goals. Prioritize the list and share it with your group. Do you recognize any similar goals? |
| Short term | | |
| Concepts | | |
| Prioritizing goals | C3 | From a list of goals prepared by your teacher, determine whether they are short- or long-term. |
| Evaluation of goals | | |
| Realistic goals | C3 | Select a long term goal that is important to you. Prepare a plan sheet showing the steps or stages needed to achieve that goal and the time it will take to accomplish each step. |
| | C3 | Determine what is meant by a realistic goal. |
| | C3 | Plan, organize, and carry out a food drive for the local food bank. Evaluate your success. |

RESOURCES

Creative Living pp. 41-47
Discovering Food pp. 10-11
Leadership Development, 2E pp. 4-6
Learn, Grow, Become: Student Manual pp. 65-66
North Carolina FHA/HERO Handbook p. 26

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 011.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 011.03 - C1 : Describe ways to manage time effectively.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-----------------------------|------|----------|---|
| Time Management | C3 | | State how the following techniques encourage time management: |
| Time management techniques | | | Keeping a calendar |
| Keep a calendar | | | Listing priorities |
| Priority list | | | Setting goals |
| Goal setting | | | Grouping similar activities |
| Grouping similar activities | | | Overlapping/dovetailing |
| Overlapping/dovetailing | | | Limiting interruptions |
| Limit interruptions | C1 | | Define procrastination. Identify how you have personally been affected by procrastination. |
| Time-wasters | C1 | | List the advantages and disadvantages of planning ahead. |
| Procrastination | | | |
| Disorganization | C1 | | Tell the importance of writing shopping lists or "things to do" lists. Identify reasons why mental notes are not always reliable. |
| Distraction | C1 | | Identify an in-depth FHA/HERO project. Describe how to set up a time schedule for the project. |

RESOURCES

Creative Living, pp. 249-254
Teen Guide pp. 179-184
Today's Teen pp. 125-127

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.01 - C2 : Explain how communication affects leadership.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---------------|------|----------|--|
| Communication | C2 | | Illustrate verbal and nonverbal communication. |
| Types | C2 | | Discuss what is meant by "Communication is a two-way street." |
| Verbal | | | |
| Nonverbal | | | |
| Skills | C2 | | Relate the following qualities to effective communication and leadership: |
| Listening | | | Gets along well with others |
| Speaking | | | Helps plan and organize activities |
| Writing | | | Has enthusiasm for activities and people |
| Reading | | | Has a sense of humor |
| | | | Does not show bias or favoritism |
| | | | Has the ability to evaluate |
| | | | Exhibits trust and faith in people |
| | | | Believes in democracy |
| | C2 | | Discuss how reading and writing are mainstays to effective communication. |
| | C2 | | Discuss the following: "People who are at the top of the ladder are those who have learned how to express their ideas effectively and persuasively to an audience." |
| | C2 | | Relate attention, concentration, evaluation and feedback to good listening skills. |

RESOURCES

| | |
|---|-------------|
| <u>Careers in Home Economics</u> | pp. 86-99 |
| <u>Creative Living</u> | pp. 82-88 |
| <u>FHA/HERO Chapter Handbook</u> | pp. 79 |
| <u>Leadership Development 2E</u> | pp. 84-122 |
| <u>Learn, Grow, Become</u> | pp. 191-259 |
| <u>North Carolina FHA/HERO Handbook</u> | pp. 40-41 |

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.02 - C3P : Prepare a written persuasive presentation.

TIME: .5 HOUR

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|-------------------------|---------------|--|
| Persuasive Presentation | C1 | Identify methods of writing a persuasive presentation. |
| Methods | | |
| Monroe | C3P | Using the following outline, prepare a written presentation. Refer to example for clarification. |
| Introduction | | Introduction : Fat in the diet |
| Need | | Need : Reduce fat the diet |
| Satisfaction | | Satisfaction : Reduce fat to avoid... |
| Visualization | | Visualization : Picture yourself looking like... |
| Action | | Action : Eat foods low in ... |
| Problem Solving | | |
| Problem | | |
| Solution | C3P | Use the problem-solving approach to write a persuasive presentation. Refer to the example for clarification. |
| Others | | |
| | | Problem : Fruits and vegetables contaminated by pesticides. |
| | | Solution : Avoid buying...or write to... (supporting evidence goes here) |
| | C3 | Write a persuasive speech to present to the school principal concerning an activity you would like your FHA/HERO organization to do during this school year. |

RESOURCES

Leadership Development 2E pp. 84-122
Learn, Grow, Become pp. 191-259
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.03 - C3P : Present a prepared speech.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--|------|--|------------|
| Prepared Speech | C3 | Recommend techniques to evaluate effective speaking. | |
| Speech outline Introduction Body Conclusion | C3P | Supporting material for a prepared speech may include one of the following: statistics, examples, analogies, or quotations. Select one of the beginnings listed below. Prepare a speech using appropriate supporting material. | |
| Speaking skills | | When buying a _____, look for The advantages of _____ are ... The types of ... How to ... | |
| Method of presentation/delivery | | | |
| Evaluation | C3P | Present a prepared speech in class. Videotape the speech so that you can evaluate the results. | |
| | C3P | Present guest speakers at a Future Homemaker of America meeting. Give a brief background of the guest and lead the applause after the introduction. | |
| | C3P | Present a prepared speech to the Parent/Teacher organization concerning your Future Homemaker of America organizational activities. | |
| | C2 | Relate the following to speech delivery: Voice projection Pronunciation Word emphasis Gestures Posture Personal appearance Speech outline | |

RESOURCES

Learn, Grow, Become pp. 191-259
Learn, Grow, Become: Student Manual pp. 211-219
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 012.00 - C3P : Practice effective communication skills.

OBJECTIVE : 012.04 - C3P : Present an extemporaneous speech.

TIME: 1 HOUR

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|-----------------------|---------------|--|
| Extemporaneous Speech | C3P | Select a topic from a list provided by the teacher. Present a speech on that topic to your class. |
| Parts | | |
| Introduction | C1 | List the steps used in presenting a prepared speech. Specify how you use those steps when gathering your thoughts for an extemporaneous speech. |
| Body | | |
| Closure | | |
| | C3P | A new student has enrolled in your foods and nutrition class. Present a three-minute speech on how you would inform that new student about FHA/HERO and your method of inviting him to join your organization. |
| | C3P | Present an extemporaneous speech on whether an employer should report theft by another employer to the store manager. |

RESOURCES

Learn, Grow, Become pp. 191-259
Learn, Grow, Become: Student Manual pp. 211-219
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.01 - C1 : State purposes for using parliamentary procedure.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------------|------|---|---|
| Parliamentary Procedure | C1 | Recognize the following purposes of parliamentary procedure: | |
| Purposes | | | Enables an assembly to transact business with speed and efficiency. |
| Reasons | | | Protects the rights of each individual. |
| Order of business | | | Preserves a spirit of harmony within the group. |
| Persons responsible | C1 | State the "Order of Business" in parliamentary procedure. | |
| Chairperson | C1 | Give a description of one of the four reasons listed below for using parliamentary procedure. | |
| Members | | | One thing at a time |
| Secretary | | | Courtesy to everyone |
| | | | The rules of the majority |
| | | | The rights of the minority |
| | C1 | Recognize the responsibilities of the following: | |
| | | Chairperson | |
| | | Members | |
| | | Secretary | |

RESOURCES

FHA/HERO Chapter Handbook pp. 67-72
Learn, Grow, Become: Student Manual pp. 81-102
North Carolina FHA/HERO Handbook pp. 21
Parliamentary Procedure, Student Manual pp. 1-3

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.02 - C3 : Prepare an agenda.

TIME: .5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------|------|---|------------|
| Agenda | C1 | Identify the purpose of an agenda. | |
| Agendas | C1 | Specify the items found on a typical agenda. | |
| Purpose | C3 | Examine various sample agendas. Note the order used for the various items. Compare that order to the "Order of Business" used in parliamentary procedure. | |
| Components | | | |
| Order | | | |
| Types/Forms | | | |
| | C3 | Justify how a well-planned agenda can promote effective organization and time management. | |
| | C3 | Select an idea for a meeting. Plan and prepare an agenda. Evaluate the results. | |

RESOURCES

FHA/HERO Chapter Handbook pp. 58-59
North Carolina FHA/HERO Handbook pp. 21

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.03 - C1 : Describe methods of voting.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------|------|--|------------|
| Voting Methods | C1 | Describe the following methods of voting: Voice Hands Division of the House Ballot General consent Vote by mail Proxy Unit | |
| | C1 | State what is meant by "yeas and nays." | |
| | C1 | Tell how to use secret ballot voting. Identify situations in which this is an effective way of voting. | |
| | C1 | Identify another term used for a "standing vote." | |
| | C1 | Recognize various methods of voting through the use of role-playing activities. | |

RESOURCES

Learn, Grow, Become p. 98
Learn, Grow, Become: Student Manual p. 98
North Carolina FHA/HERO Handbook pp. 21

COURSE: Foods and Nutrition

UNIT: Leadership and Citizenship

COMPETENCY: 013.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 013.04 - C3 : Demonstrate the steps for making and processing a motion.

TIME: 1 HOUR

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------------------|---------------|--|
| Motions | C1 | Describe the following types of motions: Main Subsidiary Privileged Incidental |
| Making a motion | | |
| Processing a motion | | |
| Amending a motion | C3 | Demonstrate how to state various types of motions. |
| | C3 | Carry out the steps in processing a motion. |
| | C3 | Demonstrate how to amend a main motion. |
| | C1 | List some do's and don'ts in making and processing a motion. |

RESOURCES

FHA/HERO Chapter Handbook pp. 69-73
Learn, Grow, Become pp. 98-103
Learn, Grow, Become: Student Manual pp. 98-103
North Carolina FHA/HERO Handbook pp. 22-23
Parliamentary Procedure: Student's Manual pp. 13-25

COURSE: Foods and Nutrition

UNIT: Special Nutritional Needs

COMPETENCY: 014.00 - C3P : Examine nutritional needs during the family life cycle.

OBJECTIVE : 014.01 - C3 : Determine nutritional needs of family members in different stages of the life cycle.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|---------------|--|
| Nutrition and the family life cycle | C1 | Identify the various stages of the family life cycle. Recognize the stage your family is in. |
| Nutritional needs during the stages of the family life cycle | C3 | Examine the nutritional needs of individuals at various stages of the life cycle. Cite the differences in nutritional needs such as a lactating female or an older adult. State reasons for the nutritional differences? |
| Pregnancy and lactation | | |
| Infancy | | |
| Childhood | C3 | Investigate the nutritional needs of the older adult. Determine reasons why so many suffer from poor nutrition. Prepare a list of ideas and strategies that encourage healthy and nutritious eating habits for this age group. |
| Teen nutrition | | |
| Athletes | | |
| Adulthood | | |
| Older adults | | |
| | C3 | Explain why the intake of water and complex carbohydrates is especially important for the serious athlete. List examples of foods high in complex carbohydrates. |
| | C3 | Critique a video on nutritional needs of the athlete. From the video, evaluate the benefits to athletes of "supercharging" on vitamin supplements. |
| | C1 | Identify the nutritional benefits of breast milk for an infant. |
| | C3 | Examine eating habits of small children. Establish guidelines for planning healthy meals and snacks. Include ideas to make foods fun! Plan one day menu for a child. |
| | C2 | Relate the diminishing ability to smell and taste to the nutritional problems associated with older adults. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C3 | Develop a training diet for someone on the swim team. |
| | C3 | View the video, "Peak Performance." Recommend guidelines for pre-competition meals. Illustrate, by planning sample menus, how athletes invest in their performance through the foods they eat. |
| | C2 | Relate the importance of good nutrition for the pregnant teenager since she is still nourishing her own growing body as well as the baby's. |
| | C3 | Critique the video, "Eating Healthy for Kids." Play "Supermarket Safari" to evaluate fat, cholesterol, and sodium content in foods typically eaten by children. |
| | C3 | As a FHA/HERC project, present fitness and health skits during half-time breaks at athletic events. |
| | C3 | Investigate current research about the relationship between early eating habits and future health problems. |
| | C3 | Develop and teach an "eating right" unit to preschool children in local day care centers. |

RESOURCES

| | | |
|---------------------------|------------------------|--|
| <u>Food for Today</u> | pp. 107-119 | ByteCise: Nutrition and Exercise Software (SW) |
| <u>Guide to Good Food</u> | pp. 70-82 | The Diet Balancer (Nutridata) |
| <u>Modern Meals</u> | pp. 81-100, 121-128 | The Food Processor II (ESHA) |
| <u>The World of Food</u> | pp. 80-86 | "Eating Healthy for Kids" (Dairy Council) |
| | | "Healthy Mother, Healthy Baby" (Dairy Council) |
| | | "Peak Performance" (Dairy Council) |
| | | "The Inside Edge" (Dairy Council) |

COURSE: Foods and Nutrition

UNIT: Special Nutritional Needs

COMPETENCY: 014.00 - C3P : Examine nutritional needs during the family life cycle.

OBJECTIVE : 014.02 - C3P : Prepare foods to meet nutritional needs during the life cycle.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|---|
| Nutrition and food preparation during the family life cycle | C3 | Plan sample daily menus for a pregnant woman for one week. Include foods rich in protein, calcium and iron. |
| Nutritious meal planning during the family life cycle | C3 | Investigate different infant formulas. Compare nutritional value and cost of three popular commercial formulas with those of two homemade formulas. Evaluate your findings. |
| Pregnancy and lactation | | |
| Infancy | C3P | Prepare several different baby foods using a food processor. Demonstrate how infants can be fed the same foods that are served to other family members. |
| Childhood | | |
| Teen nutrition | | |
| Athletes | | |
| Adulthood | C3 | Plan meals for one week for a preschool child who does not like to drink milk. |
| Older adults | | |
| | C3P | Plan and prepare a meal that would be nutritious and appealing to an older adult. |
| | C3P | Invite members of the athletic department and school athletes into your class. View a video on nutritional needs of the athlete. For refreshments, prepare sample food items high in complex carbohydrates. Discuss the video and the food items. |
| | C3P | Plan, prepare and serve a well-balanced meal that appeals to teenagers. Evaluate your meal not only on its nutrition and appeal, but also for its ease of preparation. |
| | C3 | As a FHA/HERO project, analyze special nutritional needs of homeless people caused by exposure, fatigue, illness, etc. Develop guidelines for groups that prepare meals for local shelters. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---|------------|
| C3P | Plan a day's menu for a family of five. Family members include a five-year-old daughter, a twelve-year-old daughter and a sixteen-year-old son. All family members, except the sixteen-year old, are grossly overweight and are on a weight reduction plan. Select and prepare one of the meals planned for that day. | |
| C3 | Use computer programs to analyze meal plans. | |

RESOURCES

| | | |
|---------------------------|---------------------|--|
| <u>Food for Today</u> | pp. 107-119 | The Diet Balancer (Nutridata) |
| <u>Guide to Good Food</u> | pp. 70-81 | The Food Processor II (ESHA) |
| <u>Modern Meals</u> | pp. 81-100, 121-128 | "Nutrition for the Over 50 Gang" (National Health Video) |
| <u>The World of Food</u> | pp. 80-86 | "Nutrition In Sports: Fueling a Winner" (Cambridge Career Products) |
| | | "Snackology" (Learning Seed) |
| | | (Refer to the section Other Books under "Resources" for recommended cookbooks) |

COURSE: Foods and Nutrition

UNIT: Special Nutritional Needs

COMPETENCY: 015.00 - C3P : Formulate dietary guidelines for meeting special nutritional needs of family members.

OBJECTIVE : 015.01 - C3 : Adapt meal patterns to meet needs of diabetics, obese persons, vegetarians and those on low sodium and low cholesterol diets.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|--------------------------------|--|
| Food for health conditions | C3 | Examine obesity, its causes and its harmful effects on the body. |
| Conditions requiring special dietary needs Diabetics Obesity Vegetarians Low-sodium Low-cholesterol Low-fat Illness and convalescence | C3 C2 C3 | Prepare a report identifying special nutritional needs for the following health conditions or diets: Diabetes Low-sodium Obesity Low-fat Vegetarians Low-cholesterol Discuss how energy needs are affected by illness. Outline a dietary plan for someone who is ill and convalescing. Determine how to modify traditional foods for health benefits. Select familiar recipes and modify their ingredients through substitution or deletion to create more healthy food items. Report your modifications to the class. |
| Adaptation of meal patterns for special diets | C3 C1 C2 | Cancer is the second leading cause of death for adults in the United States. How do you reduce your cancer risk? Research information that links diet to cancer. Compile your findings with those of your classmates. Prepare a composite list of your findings on ways to reduce your cancer risk. Critique the video, "Diet: The Cancer Connection." Identify cooking methods that help control fat consumption. Dietary fiber is believed to lower your risk of colon cancer and lower your blood cholesterol. Discuss the differences between soluble and insoluble fiber. Relate the health benefits of both types. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C2 | Make a summary of information presented on a video concerning health issues or conditions. |
| | C1 | There are three types of vegetarians: vegans, lacto, and ovo-lacto. Describe each type and the foods they eat. Identify ways they obtain complete protein in their diet. |
| | C1 | Excess sodium intake is associated with high blood pressure. List ways to reduce your sodium intake. |
| | C1 | Some cultures tend to be more affected than others with particular health conditions. Identify health conditions that are associated with a particular culture. Tell the class about your findings. |
| | C3 | How can you find the fat in food? Prepare a guide listing ways you can make healthy low-fat choices in the following situations: Preparing foods at home Eating away from home Shopping at the grocery store |
| | C3 | Evaluate nutritional facts presented by a guest speaker at an FHA/HERO meeting on adapting meals patterns for special dietary needs. |
| | C3 | As an FHA/HERO project, work with a community health agency to sponsor a cholesterol screening. |

RESOURCES

| | | |
|---------------------------|--------------------|--|
| <u>Food for Today</u> | pp. 67,84, 120-121 | ByteCise: Nutrition and Exercise Software (SW) |
| <u>Guide to Good Food</u> | pp. 80-89 | The Diet Balancer (Online Search) |
| <u>Modern Meals</u> | pp. 129-132 | The Food Processor II (ESHA) |
| <u>The World of Food</u> | pp. 85-92 | Salty Dog (DDA Software) |
| | | "A Matter of Fat" (ffhs) |
| | | "Barbershop Talk" (Dairy Council) |
| | | "Diet: The Cancer Connection" (ffhs) |
| | | "Eat Smart" (MacNeil/Lehrer Productions) |
| | | "Fat City" (Community Television of S.Ca.) |
| | | "The Clever Cleaver Brothers in The Cholesterol Zone" (Clever Cleaver Productions) |
| | | "The War on Cholesterol" (ffhs) |
| | | "Vegetarianism" (Meridian) |

COURSE: Foods and Nutrition

UNIT: Special Nutritional Needs

COMPETENCY: 015.00 - C3P : Formulate dietary guidelines for meeting special nutritional needs of family members.

OBJECTIVE : 015.02 - C3P : Prepare foods to meet special dietary needs.

TIME: 5 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|---------------|--|
| Preparing food for special dietary needs | C3 | Plan a meal for an older adult convalescing after an illness. There are no dietary restrictions. His amount of physical activity is restricted to bathroom privileges only. Identify factors you have considered in your meal plans to meet the needs of this older adult. |
| Meal preparation for medical diets | | |
| Diabetes | | |
| Obesity or low fat | | |
| Low sodium | C3P | Examine food exchanges needed for a diabetic. Prepare a nutritional meal based on your findings. |
| Low cholesterol | | |
| Low fat | | |
| Ill and convalescent | C3P | Calculate caloric content of specific food items. Plan and prepare a meal with a limit of 500 calories to promote weight loss. |
| Vegetarian meals | | |
| | C3P | Plan, prepare and evaluate a nutritionally balanced meal for a lacto-ovo vegetarian. Evaluate the meal for its cost. |
| | C3P | Prepare a meal without adding any salt. Substitute spices to add flavor. Evaluate the taste of the food items prepared. |
| | C3P | As an FHA/HERO project, visit a nursing home to examine and evaluate dietary plans for the elderly. Use computer software to obtain your results. |

RESOURCES

Food for Today pp. 84, 120-121
Guide to Good Food pp. 80-89
Modern Meals pp. 129-132
The World of Food pp. 85-92

Bytecise: Nutrition and Exercise Software (SW)
The Diet Balancer (Nutridata)
The Food Processor II (ESHA)
Salty Dog (DDA Software)
"Delicious Low Cholesterol and Low Calorie Cooking" (Deliciously Simple)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 016.00 - C2 : Interpret consumer rights, responsibilities, and choices in managing the food dollar.

OBJECTIVE : 016.01 - C2 : Explain budgeting and buying principles.

TIME: 3 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|-------------------------------------|---------------|---|
| Managing the food dollar | C2 | Discuss the principles of food buying as it relates to menu planning. List some guidelines for menu planning. |
| Principles of food buying | | |
| Menu planning | | |
| Shopping lists | C1 | Unnecessary food purchases and trips to the grocery store can be avoided by planning a shopping list. List some basic principles for preparing a shopping list. Share your list with your classmates. |
| Where to shop | | |
| Supermarkets | | |
| Discount markets | | |
| Specialty shops | | |
| Convenience stores | C2 | Describe how impulse buying affects your grocery budget. State examples of your own personal experiences of buying under impulse. |
| Food cooperatives | | |
| Others | | |
| Food items | | |
| Amounts | C1 | There are many types of food stores. List the types of food stores and their characteristics. Identify which type of store is best for you. State reasons for your selection. |
| Form | | |
| Quality | | |
| Comparison shopping | C2 | Explain comparison shopping. Illustrate ways this shopping technique is used to get the most out of your food dollar. |
| Unit pricing | | |
| Brand names | | |
| Generic labels | | |
| Shopping strategies | | |
| When to shop | | |
| Advertisements, coupons and refunds | C2 | Discuss unit pricing. List the steps used to determine the unit price of a food item. Relate that information to examples provided by the teacher. |
| | C2 | Explain how food coupons operate. Illustrate how the "avid coupon clipper" can save money on his food budget. Can you name someone you know who uses coupons? |
| | C2 | Discuss generic or "no-frill" products. Explain the difference between national brands and generic brands. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C2 | Explain the following statement: "Never go grocery shopping on an empty stomach." |
| | C2 | Outline money saving techniques for food buying as presented in the video, "Feeding a Family of Six on \$35 a Week." |
| | C2 | Discuss in-season, out-of-season, and imported products. How do these factors affect cost? |

RESOURCES

| | | |
|---------------------------|-------------|---|
| <u>Food for Today</u> | pp. 161-175 | <u>Discovering Foods</u> pp. 54-57, 60-61 |
| <u>Guide to Good Food</u> | pp. 182-190 | <u>First Foods</u> pp. 244-256 |
| <u>Modern Meals</u> | pp. 150-166 | Chef's Accountant (Online Search) |
| <u>The World of Food</u> | pp. 176-191 | "Convenience Foods" (Meridian) |
| | | "Feeding a Family of Six on \$35 a Week" (ffhs) |
| | | "Skills for Food Shopping"(The School Co.) |

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 - C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.01 - C3PA : Demonstrate the principles of selecting, preparing and serving a variety of salads and dressings.

TIME: 8 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|--|---------------|--|
| Salads and Dressings | C1 | Identify the various types of salad greens. State the differences in their nutrient value. |
| Nutrient value of various salads and dressings | C3 | Determine the ingredients in a variety of salad dressings. State the nutrient value of each ingredient. Recommend types that could be used for special diets such as low-cholesterol, low-salt, or low-calorie. |
| Types of salads | | |
| Green | | |
| Fruit | | |
| Vegetable | | |
| Protein | C3 | Examine the different types of salad greens in a display. Compare the appearance, texture, flavor, and cost of each type of green. |
| Pasta | | |
| Gelatin | | |
| Hot | | |
| Salad facts | C3PA | Demonstrate how to clean and prepare a variety of salad greens. |
| Parts of a salad | | |
| Types of salad greens | C3 | Identify the various types of salads. Divide the class into groups. Select and prepare one type of salad. Each group in class will prepare a different salad. Display your prepared salads "buffet style" for the entire class. Sample and evaluate each salad. |
| Preparing salad ingredients | | |
| Serving salads | | |
| Accompaniment | | |
| Main-dish | | |
| Appetizer | C3 | Plan four luncheon menus which feature salads. Submit your plans along with the salad recipes to your teacher. |
| Dessert | | |
| Garnish | | |
| Basic salad dressings | C3 | After observing a demonstration on the preparation of basic french dressing, mayonnaise, and a cooked dressing, draw your own conclusions as to whether "homemade" salad dressings warrant the time and effort involved. Evaluate and compare purchased dressings over "homemade" dressings to justify your results. |
| French | | |
| Mayonnaise | | |
| Cooked | | |
| | C3 | Critique a video on salads, their preparation and salad dressings. Discuss the video with the class. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C1 | Pick out salads and their recipes from magazines. Identify the type of each salad. Describe what other food items you would serve with each salad to make a well-balanced meal. |
| | C1 | State why fresh pineapple cannot be used in a gelatin salad. Describe what would happen if you did use fresh pineapple? |
| | C3 | Examine ways of recycling discarded salad items for compost. Determine the environmental benefits through FHA/HERO. |

RESOURCES

Food for Today pp. 316-328
Guide to Good Food pp. 351-360
Modern Meals pp. 318-331
The World of Food pp. 440-451

Discovering Food pp. 236-241
 (Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 - C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.02 - C3PA : Demonstrate the principles of selecting, preparing and serving a one-dish meal.

TIME: 8 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---|---------------|---|
| One-Dish Meals | C1 | Describe the characteristics of a one-dish meal. |
| Kinds of one-dish meals | C3 | Examine and compare labels of various one-dish meals found in your local supermarket. Determine their ingredients and nutritional value. |
| Soups | | |
| Stock-base | | |
| Milk-base | | |
| Fruit | C3PA | Select a soup that can be purchased in all three of the following forms: canned, frozen or dehydrated. Prepare the soup. Consider the resources of time, energy and price when you evaluate your results. |
| Stews | | |
| Chowders | | |
| Casseroles | | |
| | | |
| Pizza | C3 | Select a recipe for the following categories of one-dish meals: Soup Casserole Stew Pizza Chowder |
| Purchasing one-dish meals | | Appraise your recipes. Determine what additional food item(s) need to be added so that you would have a nutritious, well-balanced meal. |
| Canned | | |
| Frozen | | |
| Dehydrated (soups) | | |
| Principles of preparing one-dish meals | | |
| Soups | C1 | Identify ingredients most commonly found in a casserole. State the nutritive value of each ingredient. |
| Stews | | |
| Chowders | | |
| Casseroles | | |
| Pizza | C3PA | Explore creative ideas for using leftover meats, vegetables and pasta in one-dish meals. Plan, prepare, and serve one of your favorites. |
| Nutrient value of soups, stews, chowders, casseroles and pizza | C1 | Describe the principles of preparing thickened and unthickened cream soups. |
| Storage principles of one-dish meals | C1 | Give a description of the differences between bouillon and consomme. Describe how egg whites and egg shells are used to clarify the stocks used for both types of soups. |
| | C1 | Describe one-dish meal, related to specific cultures. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C3 | <p>Create your own ideas for preparing frozen "t.v. dinners" using leftovers or planned leftovers. Suggest the benefits of having these homemade dinners in the freezer. Think of situations in which this type of planning ahead can help families manage meals with greater ease during a busy work week.</p> |
| | C3PA | <p>As an FHA/HERO project, plan a soup kitchen to create a greater awareness of world hunger. To attend, each member must bring one food item to put into the soup pot.</p> |

RESOURCES

Food for Today pp. 477-488
Guide to Good Food pp. 360-368
Modern Meals pp. 423-432
The World of Food pp. 428-437

Discovering Food pp. 242-255
 "Vol. IX, Delicious Soups, Sauces, and One Dish Meals" (Deliciously Simple)
 (Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.03 -C3PA : Demonstrate the principles of selecting, preparing and serving pastries, pies and fillings.

TIME: 10 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---|------|----------|--|
| Pastries, Pies and Fillings | C3 | | Determine the most commonly used ingredients needed in preparing pies, pastries and fillings. Evaluate the nutritional value of those ingredients. |
| Nutrient value of pies, pastries and fillings | C1 | | Recognize the differences in pies, tarts, cream puffs, and puff pastry. |
| Kinds and forms of pastry | C1 | | Identify the four basic types of pies. Describe each type. |
| Pies and tarts | | | |
| Cream puffs | | | |
| Puff pastry | C2 | | Discuss the principles of preparing pastry. Relate the accuracy in measuring to the success of the pastry. Describe the characteristics of a high-quality pastry. |
| Select and prepare pastries | | | |
| Pies and tarts | | | |
| Crusts | | | |
| Dough | C3PA | | Select one of the four types of pies to prepare in class. Demonstrate the principles of preparation for your selected pie. Sample and evaluate the results. |
| Crumb Preparation | | | |
| Fillings | | | |
| Fruit | C3PA | | Plan and prepare a two-crust pie. Demonstrate how to "seal" the top crust to the bottom crust. Creatively finish the edges and decoratively slit the top crust. Justify your need to slit the top crust. |
| Custard | | | |
| Pudding | | | |
| Cream | | | |
| Chiffon | | | |
| Main dish | C3PA | | Using a purchased puff pastry, plan and prepare a puff pastry item. Examine the characteristics of the puff pastry. How does it differ from a regular pie pastry? |
| Cream puffs | | | |
| Puff Pastries | | | |
| Principles of serving and storing pies, tarts, cream puffs and puff pastries. | C3 | | Compare and evaluate the differences between a purchased piecrust and a homemade piecrust. |
| | C3 | | Compare and evaluate the quality and comparative cost of a purchased pie over a homemade pie. When would you choose to purchase a prepared pie? |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|--|
| | C3PA | Practice preparing lattice tops, a variety of cut out tops and decorative edges for a two-crust pie. |
| | C3 | Examine the principles of preparing cream puffs. Explain how steam acts as the leavening agent. |
| | C3PA | Plan, prepare and serve cream puffs using a variety of fillings. Set up a class buffet. Sample and evaluate. |
| | C3 | Research a career in catering. Explore the many uses of pastries, pies and cream puffs by caterers. |

RESOURCES

| | | |
|---------------------------|-------------|---|
| <u>Food for Today</u> | pp. 465-475 | <u>Discovering Food</u> pp. 284-293 |
| <u>Guide to Good Food</u> | pp. 416-423 | "Delicious Desserts" (Deliciously Simple) |
| <u>Modern Meals</u> | pp. 507-517 | (Refer to the section Other Books under |
| <u>The World of Food</u> | pp. 529-541 | "Resources" for recommended cookbooks) |

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.04 -C3PA : Demonstrate the principles of selecting, planning, preparing and serving cookies, cakes and frostings.

TIME: 10 HOURS

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|-------------------------------|---------------|---|
| Cookies, cakes, and frostings | C1 | List basic ingredients found in cookies, cakes and frostings. Identify the nutritional value of each ingredient. |
| Nutrient value | | |
| Cookies | C3PA | Identify the six main groups of cookies. Divide the class into six groups with each preparing a different type of cookie. Organize a sample table to taste and evaluate the cookies. |
| Cakes | | |
| Frostings | | |
| Cookies | | |
| Kinds and forms | C1 | List the ingredients used in cake preparation. State the purpose of each ingredient. |
| Preparation techniques | | |
| Serving and storing | C3PA | Practice oven placement when using one, two, three or four cake pans. |
| Cakes | | |
| Kinds, forms and ingredients | C3 | Determine correct procedures for serving and storing cakes and cookies to preserve freshness. |
| Principles of cake making | | |
| Pan placement in oven | C3PA | Observe a demonstration on the correct procedures for making cooked and uncooked frosting. Apply frostings appropriately to cakes/cookies. |
| Serving and storing | | |
| Frostings | | |
| Uncooked | C3 | Observe a demonstration on the preparation of a cake by the conventional method and by the quick-mix method. Compare appearance (exterior and interior), volume, texture, and flavor. Discuss apparent differences. |
| Cooked | | |
| Frosting cakes and cookies | C1 | Describe the differences in the following types of cakes: shortened, foam, and chiffon. |
| | C3 | Prepare one of the three types of cakes. Evaluate your product, using a scoresheet provided by your teacher. |

| OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|------------|
|---------|---------------|------------|

C3PA Prepare and evaluate the quality and cost differences in the following cakes:
 Homemade
 Packaged mix
 Purchased/ready-made

C3 Explore the technological advances made in bakery items over the past 50 years. Interview an elderly person for your information. Present your findings at an FHA/HERO meeting.

RESOURCES

Food for Today pp. 452-463
Guide to Good Food pp. 403-416
Modern Meals pp. 485-505
The World of Food pp. 509-521, 525-529

Discovering Food pp. 284-293
 "Delicious Desserts" (Deliciously Simple)
 "Sisters Cake Decorating Made Fun and Easy"
 (Wagner and Elison, Inc.)
 (Refer to the section Other Books under
 "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.05 - C1 : Identify types of yeast breads and the methods used in their preparation.

TIME: 3 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---------------------------|------|----------|---|
| Yeast breads | C1 | | List the ingredients found in yeast breads. Identify the nutritional value and function of each ingredient. |
| Nutrient value | | | |
| Kinds and forms | C1 | | List the various kinds and forms of yeast bread products. Describe the differences between them. |
| Breads | | | |
| Rolls | | | |
| Deep-fat fried | C1 | | List the forms and varieties of yeast breads found at your local supermarket. Describe the uses for specific convenience forms of yeast bread. |
| Ingredients and nutrients | | | |
| Principles of preparation | C1 | | List the steps of preparing yeast breads as they are presented on a video. |
| Uses and convenience | C1 | | Recognize, from your observations of a teacher demonstration, the two methods of preparing yeast breads. Describe the differences between the sponge method and the mixer method. |
| Storage principles | | | |
| | C1 | | Describe the principles of storing yeast breads to preserve their quality of freshness. |
| | C1 | | Recognize the cost differences in various types of yeast breads at your local food store. State reasons for the differences in price. |

RESOURCES

Food for Today pp. 441-449
Guide to Good Food pp. 395-401
Modern Meals pp. 360-370
The World of Food pp. 467-477

"Crusty Peasant Bread" (JVM Productions)
"Delicious Breads" (Deliciously Simple)
"Let the Flour Fly" (Metro Productions)
"New Southern Cooking with Nathalie Dupree:
"Baking Video" (White Lily)
(Refer to the section Other Books under
"Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.06 -C3PA : Examine cultural foods in relation to the role they play in their native country.

TIME: 5 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---|------|--|------------|
| Cultural foods | C3 | Examine a map of the world. Select specific countries. Research native diet and preparation techniques. | |
| Universal influences on food habits and choices | C3PA | Using a map of the world, display pictures of food items native to specific countries which serve as staples in the diets of the native people. | |
| Cultural beliefs and values | C3 | Survey your environment and determine how many multicultural opportunities are available to you. Present your findings to the class. | |
| Religion | | | |
| Climate | | | |
| Regional location | | | |
| Agriculture | | | |
| Technology | | | |
| Economic status | C3PA | Visit a local travel agency. Explore the information available on other countries. Collect brochures to share with your classmates. Select one country in particular that you would like to visit based on the food that is served there. | |
| Cultural cuisines and customs | | | |
| Native and typical food items | | | |
| Kinds of ingredients | C3PA | Through FHA\HERO, plan and prepare a "World Hunger" luncheon featuring foods most likely served in poverty-stricken countries. During the luncheon present or display a world map showing native foods. Give reasons why these foods serve as dietary staples. | |
| Preparation techniques | | | |
| Cultural etiquette | | | |
| Preparation of cultural food items | C3 | Explore selected countries. Research foods and beverages unique to the cuisine in each in relation to the country's history, religions, climate, agriculture, value systems, and geography. | |
| | C3PA | Select, plan and prepare a cultural food. Evaluate your results. | |
| | C3PA | As an FHA/HERO project, challenge other school groups to a "Food for the Hungry" field day. Invite the student body. Charge one can of food per spectator. | |

RESOURCES

Food for Today pp. 516-530
Guide to Good Food pp. 473-670
Modern Meals pp. 541-554
The World of Food pp. 563-581

"Culture and Cuisine" (ffhs)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 017.00 -C3PA : Use management skills and artistic ability for preparation of foods.

OBJECTIVE : 017.07 - C1 : Identify regional foods and customs of the United States.

TIME: 4 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--------------------------------------|------|----------|---|
| American Regional Foods | C1 | | Tell how cuisine in various sections of the United States developed or originated. |
| Nutrient value of regional foods | C1 | | Identify the governing factors that influence the cuisine in each region. |
| Factors influencing regional cuisine | C1 | | Describe how each region made use of its available food source. |
| Immigrants | C1 | | |
| American Indians | C1 | | Highlight regional foods through a special event. Choose regional dishes to serve as refreshments. Label the food items and their regional origin. Give a description of their nutritional values. |
| Geographical differences | C1 | | |
| Regional foods | C1 | | |
| Native American Indian | C1 | | Identify local restaurants that serve regional foods. Describe your experiences, if any, with the food served. |
| The Northeast | C1 | | |
| The Midwest | C1 | | |
| The South | C1 | | |
| The Southeast | C1 | | |
| The Pacific coast and Northwest | C1 | | On a map of the United States, identify the course of travel your ancestors or others took once they arrived in the United States. List their countries of origin. Highlight their travel routes on the map. Describe how these people traveled and the distance of their trips. Describe the food and eating patterns as they relate to their travels. |
| Hawaiian Islands | C1 | | From a list of regional foods provided by your teacher, give a description of each food. State the region of its origin. |

RESOURCES

Food for Today pp. 533-541
Guide to Good Food pp. 473-508
Modern Meals pp. 557-570
The World of Food pp. 583-595

"Overview of Cuisine" (Meridian)
(Refer to the section Other Books under "Resources" for recommended cookbooks)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.01 - C1 : Identify factors that influence the selection of table appointments and methods of service.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|--------------------------------|------|----------|---|
| Table Appointments and Service | C1 | | Identify the various styles of service for a meal. List the advantages and disadvantages of each style. Can you identify their cultural origin? |
| Table appointments | | | |
| Buying, selection and care | C1 | | List occasions when formal styles of meal service may be used in the home. |
| Using table appointments | | | |
| Table decorations | C1 | | Recognize how life styles and financial resources impact on the type of meal service used in the home. |
| Methods of table service | | | |
| Informal | C1 | | Specify how the style of service affects the table setting. |
| Tray for one | | | |
| Tray for t.v. dining | | | |
| Formal | C1 | | Tell what type of meal service and table appointments would work best for the following family profiles: Single working parent with two small children Professional couple, no children Older retired couple |
| Buffet | | | |
| | C1 | | Give a description of qualities and characteristics to look for when selecting table appointments based on durability and ease of care. |

RESOURCES

Food for Today pp. 268-277
Guide to Good Food pp. 136-143
Modern Meals pp. 271-280
The World of Food pp. 236-250

Discovering Food pp. 143

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.02 -C3PA : Demonstrate appropriate manners when eating.

TIME: 2 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|-------------------------|------|---|------------|
| Eating etiquette | C1 | Recognize the various types of implements used for eating. | |
| Using eating implements | C3PA | Demonstrate the correct procedure for using eating implements during a meal. | |
| Table etiquette | C3 | Suggest the consequences of using poor table manners during a business dinner. | |
| | C3P | Practice the correct procedure for using chopsticks during a meal. | |
| | C3 | Determine when it would be appropriate to use your fingers to eat specific foods. | |

RESOURCES

Food for Today
Guide to Good Food
Modern Meals
The World of Food

277-279
443-445
281-282
251-253

Discovering Food pp. 144-145

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.03 -C3PA : Demonstrate table setting.

TIME: 2 HOURS

| C | IE | TYPE BEHAVIOR | STRATEGIES |
|---|----|--------------------------|---|
| | | Table Setting | |
| | | C3PA | Demonstrate different techniques of napkin folding and their placement on the cover. |
| | | Setting the table | |
| | | Linens | |
| | | Table coverings | |
| | | Napkins | |
| | | Dinnerware | |
| | | Tableware | |
| | | Holloware | |
| | | Flatware | |
| | | Glassware | |
| | | Stemware | |
| | | Tumblers | |
| | | C3PA | Demonstrate the proper placement of dinnerware, glassware and flatware for a complete place setting. |
| | | C2 | Explain the difference between stemware and tumblers. |
| | | C3 | Determine the cost of cloth and paper napkins. Justify the use of cloth napkins over paper for the purpose of saving money. |
| | | The place setting | |
| | | C1 | Identify the components of a cover or place setting. |
| | | C3 | Explain why the use of styrofoam plates and cups are a threat to our environment. Organize, through FHA/HERO, a campaign to aid in the recycling of styrofoam articles. |
| | | C1 | Identify differences in table setting among various cultures. |

RESOURCES

Food for Today pp. 271-274
Guide to Good Food pp. 141-143
Modern Meals pp. 274-275
The World of Food pp. 237-246

Discovering Food pp. 141-142
"Napkins: The Perfect Accent" (PG Collection)
"Setting the Table" (Meridian)
"The Art of Table Napkin Folding" (Nuvo)

COURSE: Foods and Nutrition

UNIT: Meal Management

COMPETENCY: 018.00 -C3PA : Establish an atmosphere for meal enjoyment.

OBJECTIVE : 018.04 -C3PA : Prepare well-balanced meals that incorporate appropriate planning, preparation and service.

TIME: 7 HOURS

| OUTLINE | TYPE | BEHAVIOR | STRATEGIES |
|---|------|---|------------|
| Meal Enjoyment | C1 | Describe ways to create a pleasant atmosphere during a meal. | |
| Planning nutritious and enjoyable meals | C2 | Relate the use of background music to meal enjoyment. | |
| Menu | C3 | Plan a meal that is nutritious and appealing in terms of flavor, texture, and color. | |
| Table appointments | C3PA | Competitive event! Divide the class into small groups. Plan a tablesetting based on a theme. Create the atmosphere using dinnerware, linens and table accessories. Evaluate each group's project. Discuss their strengths and weaknesses. Select a winner from the class. | |
| Style of service | | | |
| Place settings | | | |
| Serving the food | | | |
| Clearing and cleanup | | | |
| Atmosphere | | | |
| Background music | | | |
| T.V. | | | |
| Meal preparation | C3PA | Using a budget specified by the teacher, plan, prepare and serve a nutritious meal. Be creative in your meal service and atmosphere. | |
| | C3PA | Plan, prepare and serve a meal for a special event. Select dinnerware, glassware, flatware and table linens to be used in serving the meal. | |
| | C3 | Plan a dinner party for a special friend or family member. Select a theme, a menu and appropriate table appointments to enhance the affair. Present your plans to the class. | |
| | C3 | Successful meal preparation involves planning and good time management. Using examples provided by the teacher, solve problems that are a result of poor planning. | |
| | C3 | Use computer software to evaluate nutrition in menu plans. | |

OUTLINE**TYPE BEHAVIOR****STRATEGIES**

- | OUTLINE | TYPE BEHAVIOR | STRATEGIES |
|---------|---------------|---|
| | C3PA | Critique a video on using the microwave, food processor and/or wok for a meal. Discuss the advantages of these appliances for meal preparation. |
| | C3 | Explore the use of a variety of herbs and spices in food preparation. |

RESOURCES

- | | | |
|---------------------------|-----------------------------|--|
| <u>Food for Today</u> | pp. 85-88, 254-261, 267-279 | <u>Discovering Food</u> pp. 134-139 |
| <u>Guide to Good Food</u> | pp. 136-145, 198-216 | <u>The Diet Balancer</u> (Online Search) |
| <u>Modern Meals</u> | pp. 134-146, 271-275 | <u>The Food Processor II</u> (ESHA) |
| <u>The World of Food</u> | pp. 60-63, 237-253 | "Delicious Microwave, Food Processor & Wok Cooking" (Deliciously Simple) |
| | | "Herbs and Spices" (Meridian) |
| | | (Refer to the section Other Books under "Resources" for recommended cookbooks) |

COURSE: Foods and Nutrition

UNIT: Career Opportunities

COMPETENCY: 019.00 - C3 : Analyze skills and attitudes needed for successful employment.

OBJECTIVE : 019.01 - C3 : Examine personal skills for successful employment.

TIME: 1 HOUR

| OUTLINE | TYPE BEHAVIORS | STRATEGIES |
|------------------------------|----------------|--|
| Personal Job Skills | C1 | Describe how communication works. Give examples of verbal and nonverbal communications. |
| Skills for success | | |
| Communication | C3 | Distinguish between positive and negative body language through role playing activities. Suggest the results of negative body language on the job. |
| Verbal | | |
| Nonverbal | | |
| Getting along with coworkers | C1 | Identify barriers to listening or understanding what is being said. Describe techniques that enhance listening skills. |
| Being a responsible worker | | |
| Job seeking skills | | |
| Finding a job | C3 | Demonstrate the correct procedure for preparing a resume' and completing a job application. |
| Preparing a resume | | |
| Job applications | | |
| Job interview | C3 | Role-play a job interview. Critique your performance. |
| Keeping a job | | |
| | C3 | Develop a list of personal qualities and skills that a responsible person in the foods and nutrition industry might possess. |
| | C2 | Explain the use of networking as a tool in locating a job. |

RESOURCES

Food for Today pp. 569-579
Guide to Good Food pp. 108-121
Modern Meals pp. 572-588
The World of Food pp. 601-617

Careers in Home Economics pp. 86-99, 180-197
140-153
Discovering Food pp. 16-18
Lifepans pp. 104-116

COURSE: Foods and Nutrition

UNIT: Career Opportunities in Foods and Nutrition

COMPETENCY: 020.00 - C3 : Explore career opportunities in foods and nutrition.

OBJECTIVE : 020.01 - C1 : Identify career opportunities in foods and nutrition.

TIME: 1 HOUR

| OUTLINE | TYPE | BEHAVIORS | STRATEGIES |
|---------------------------------------|------|-----------|--|
| Foods and Nutrition careers | C1 | | Recognize how to find facts and information about jobs that interest you. |
| Sources for seeking job opportunities | C1 | | Point to ways volunteer work can affirm your career interests and provide you with valuable references. |
| Cooperative Education Program | | | |
| School placement office | C1 | | Highlight foods and nutrition careers listed in the want ads of your local paper. Flag those jobs that you would consider potentials for employment. |
| Help wanted ads | | | |
| Employment agencies | | | |
| Others | | | |
| Foods and nutrition careers | C1 | | Specify how to use an employment agency for getting a job. Describe the requirements or obligations for using their services. |
| Entry level | | | |
| Intermediate level | | | |
| Professional level | C1 | | Identify the various levels of employment and career opportunities in the foods and nutrition field. |
| | C1 | | Identify careers in the following areas of the food industry: |
| | | | Food Production and Marketing |
| | | | Food Service |
| | | | Nutrition and Home Economics |

RESOURCES

Food for Today pp. 556-571
Guide to Good Food pp. 108-121
Modern Meals pp. 572-582
The World of Food pp. 601-615

Careers in Home Economics pp.140-153
Discovering Foods pp. 18-21

COURSE: Foods and Nutrition

UNIT: Career Opportunities in Foods and Nutrition

COMPETENCY: 020.00 - C3 : Explore career opportunities in foods and nutrition.

OBJECTIVE : 020.02 - C1 : Examine education and training needed for a career in foods and nutrition.

TIME: 2 HOURS

| OUTLINE | TYPE BEHAVIORS | STRATEGIES |
|-----------------------------------|----------------|---|
| Foods and Nutrition careers | C3 | Explore career opportunities in each of the following levels of employment in the foods and nutrition industry. List at least three jobs per level. |
| Educational/training requirements | | |
| Entry level | | Entry level |
| Mid-level | | Mid- or Intermediate level |
| Professional level | | Professional |
| | C3 | Select a career in the foods and nutrition industry. Research information on that career. Write a report detailing the specifics for education or training, job characteristics, work environment and potential income. Present your report to the class. |
| | C3 | Interview an individual in the foods and nutrition industry. Ask him to describe his work, the advantages and disadvantages, and whether he would recommend a similar job to someone seeking employment. Write a report on your findings, and submit it to the teacher. |
| | C3 | Explore career training opportunities provided by large companies and corporations. Indicate whether you might have the potential skills for obtaining employment and training by one of these companies. Assess the advantages of using such companies for your training and employment. |

RESOURCES

Food for Today pp. 556-567
Guide to Good Food pp. 108-121
Modern Meals pp. 572-582
The World of Food pp. 601-615

Careers in Home Economics pp. 256-289

RESOURCES

STATE-ADOPTED TEXTBOOKS

- Duyff, Roberta L. , C.H.E., Doris Hasler, M.S., C.H.E, and Suzanne Sickler Ohl, M.S. Modern Meals. Mission Hills, California: Glencoe/McGraw-Hill, 1990.
- Kowtaluk, Helen, and Alice O. Kopan. Food for Today. Mission Hills, California: Glencoe/McGraw-Hill, 1990.
- Largen, Velda L. and Deborah L. Bence. Guide to Good Food. South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1992.
- Medved, Eva. The World of Food. Needham, Massachusetts: Prentice Hall, 1990.

OTHER BOOKS

- Berthold-Bond, Annie. Clean and Green. Woodstock, New York: Ceres Press, 1990.
- Chamberlain, Ph.D., C.H.E., Valerie M. Teen Guide. Mission Hills, California: Glencoe/McGraw-Hill, 1990.
- Craig, C.H.E., Betty L., C.H.E. and Joyce B. Miles, C.H.E. Careers in Home Economics. Saint Paul, Minnesota: EMC Publishing, 1992.
- Future Homemakers of America, Inc. FHA/HERO Chapter Handbook 1910 Association Drive: Reston, Virginia, 1991.
- Glencoe Publishing Company and Visual Education Corporation. Creative Living. Mission Hills, California: Glencoe Publishing Company, 1990.
- Goldbeck, David. The Smart Kitchen. Woodstock, New York: Ceres Press, 1989.
- Home Economics Education. North Carolina FHA/HERO Handbook. Raleigh, North Carolina: Department of Public Instruction, 1984.
- Jacobson, PH.D., Michael F. and Sarah Fritschner. The Completely Revised and Updated Fast-Food Guide. New York, New York: Workman Publishing, 1991.
- Kelly, Ed.D, Joan and Eddy Eubanks, Ph.D. Today's Teen. Mission Hills, California: Glencoe/McGraw-Hill, 1988.

RESOURCES

- King Features Syndicate, Inc. All-New Hints from Heloise: A Household Guide for the 90's. New York, New York: The Putnam Publishing Company, 1989.
- Kowalski, Robert E. The 8-Week Cholesterol Cure Cookbook. New York, New York: Harper and Row, Publishers, 1989.
- Kowtaluk, Helen. Discovering Foods. Lake Forest, Illinois: Glencoe/Macmillan/McGraw-Hill, 1992.
- Mace, Ronald L. Accessible Housing Design File: Barrier Free Environments. New York, New York: Van Nostrand Reinhold, 1991.
- Mehas, Kay and Sharon Rogers. Food Science and You. Peoria, Illinois: Glencoe Division, Macmillan/McGraw-Hill, 1989.
- North Carolina Home Economics Association. A Collection of Healthy Living. 1990.
- Notgrass, Troy. Parliamentary Procedure: Student's Manual. The University of Texas at Austin, 1988.
- Shinn, George. Leadership Development, Second Edition. New York, New York: Gregg Division/McGraw-Hill Book Company, 1986.
- Simone, MD., Charles B. Cancer and Nutrition. Garden City Park, New New York: Avery Publishing Group, Inc., 1992.
- State Department of Vocational and Technical Education. Learn, Grow, Become. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1988.
- State Department of Vocational and Technical Education. Learn, Grow, Become: Student Manual. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1988.
- The American Diabetes Association and The American Dietetic Association. Family Cookbook, Volume IV, The American Tradition. New York, New York: Prentice Hall Press, 1991.
- The American Heart Association. Low-Fat, Low-Cholesterol Cookbook. New York, New York: Times Books, 1989.
- Thompson, Ed.D., Patricia J. and Theodora Faiola-Priest, Ed.D. Lifepans. Cincinnati, Ohio: South-Western Publishing, Co., 1990.

RESOURCES

Vernon, C.H.E., Alice R. Foods. St. Paul, Minnesota: EMC Corporation, 1988.

Vernon, C.H.E., Alice R. Foods: Teacher Resource Guide. St. Paul, Minnesota: EMC Publishing, 1989.

Weight Watchers Meals in Minutes Cookbook. New York, New York: Penguin books USA Inc., 1989.

SOFTWARE

Chef's Accountant. Computer Software. Online Search, 1991.

Diet Balancer. Computer Software. Nutridata Software Corporation, 1991.

Marie ERB, Anne. ByteCise: Nutrition and Exercise Software. Computer Software. South-Western Publishing Co., 1992.

The Food Processer II. Computer Software. ESHA Research, 1990.

Salty Dog. Computer Software. DDA Software, 1990.

VIDEOS

Around the World With Pork. National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Illinois 60611-9909, 1991.

Cathy Rigby on Eating Disorders. Increase Video, 1990.

Fat City. Community Television of Southern California, 1990.

Fit or Fat for the 90's. PBS Video, 1991.

Let the Flour Fly: The Secret to Easy Bread Baking Traditions. Metropolitan Productions, Inc., 1989.

New Southern Living Cooking with Nathalie Dupree: Baking Video. The White Lily Foods Company, 218 Depot Avenue, Knoxville, Tennessee, 1987.

Nutrition for the Over 50 Gang. National Health Video, Inc., 12021 Wilshire Blvd., Suite 550, Los Angeles, California 90025.

RESOURCES

Snackology. The Learning Seed, 330 Telsler Road, Lake Zurich, Illinois 60047, 1988.

The Cholesterol Zone. Clever Cleaver Products, 1990.

The Danger Zone. United States Department of Agriculture, Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, Florida 33709, 1991

The Whole World Beggs for Eggs. NC Egg Association, 1213 Ridge Road, Raleigh, N.C. 27607, 1992.

Trucs of the Trade. J2 Communications, 1990.

What Are You Really Eating. McGraw-Hill Media Company, 1989.

You CAN Be Too Thin: Understanding Anorexia and Bulimia
Volumes I, II, and III. Guidance Associates, Mt. Kisco, New York 10549, 1990.

Listed below are the vendors for videos and the item/series available from each.

Cambridge Career Products
P.O. Box 2153
Charleston, WV 25328

Fad versus Fit: Your Lifetime Fight Against Fat. 1992

Junk Food: Nothing to Snickers About. 1991

Nutrition in Sports: Fueling a Winner. 1989

The Fast Food Caper: What's In It For You. 1990

Dairy and Food Nutrition Council
2300 W. Meadowview Road
Wrightsville Building, Suite 106
Greensboro, N.C. 27407
(Complementary Loan Basis)

Barbershop Talk. 1990

Cheeses of the World. 1990

Chocolate Milk. 1990

Eating Healthy for Kids. 1990

RESOURCES

Fat Budgeting: A Balancing Act. 1990

Healthy Mother, Healthy Baby, 2nd Ed.
Alfred Higgins Productions, Inc., 1988

Lactose Intolerant People Are...
Getting Along With Milk. 1988

Peak Performance. 1988

The Inside Edge. 1989

Deliciously Simple
5456 W. Crenshaw Street
Tampa, Florida 33634

Delicious Breads. 1990

Delicious Desserts. 1990

Delicious Fruits. 1990

Delicious Holiday Menus. 1990

Delicious Low Cholesterol/Low Calorie
Cooking. 1990

Delicious Microwave, Food Processor & Wok
Cooking. 1990

Delicious Pork and Beef. 1990

Delicious Poultry. 1990

Delicious Seafood. 1990

Delicious and Simple Parties. 1990

Delicious Soups/Sauces and One Dish
Meals. 1990

Delicious Vegetables. 1990

RESOURCES

Films for the Humanities and Sciences, Inc.
Box 2053
Princeton, New Jersey 08543-2053.

A Matter of Fat. 1991

Culture and Cuisine. 1989

Diet: the Cancer Connection. 1989

Feeding a Family of Six on \$35
a Week. 1991

Kids and Pesticides. 1990

The War on Cholesterol. 1989

JVM Productions
Video-11
P.O.Box 1429
Durango, CO 81302

Crusty Peasant Bread. 1991

Fitness Muffins. 1991

Noodle Making: Cheap and Easy. 1991

Meridian Education Corporation
Dept. H-92, 236 E. Front Street
Bloomington, Illinois 61701

Controlling Weight Sensibly. 1991

Convenience Foods. 1991

Herbs and Spices. 1991

Kitchen Safety and Sanitation. 1991

Major Appliance Selection and Care. 1991

Measuring Solids and Liquids. 1991

Microwave Cooking. 1991

Nutrition. 1991

Overview of Cuisine. 1991

RESOURCES

Preparing Meats. 1991

Preparing Vegetables. 1991

Selecting and Storing Meats. 1991

Selecting and Storing Seafood. 1991

Selecting and Storing Vegetables. 1991

Selecting, Storing, and Preparing Poultry. 1991

Serving Sizes: Nutritional Equivalents. 1991

Setting the Table. 1991

Substituting Ingredients. 1991

Timing and Organization in Food Preparation. 1991

Vegetarianism. 1991

The School Company
P.O. Box 5379
Vancouver, WA 98668

Menu Planning For Fat Food Addicts. 1991

Skills for Food Shopping. 1991