

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Foods: Preparation and Techniques

**Course Number:** 00774

**Course Prerequisites:** none

**Course Description:** 00774 Foods Preparation and Techniques is an elective course for grades 10-12. The course will investigate the preparation and techniques in cooking including kitchen safety and sanitation techniques, knife skills, and uses of food cookery. Students will learn to create food products in the areas of grains, dairy, proteins, vegetables, and fruit. The students will learn garnishing and various cutting techniques. Students will also investigate international cuisine offerings and customs. The course will require a final exam. It is recommended that no more than five students per kitchen be placed in the class to maintain a safe environment.

**Suggested Grade Level:** Grades 10-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

**GPA Type:** ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society  
☐ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

**State Course Code:** 19252

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

##### **Board Approved Textbooks, Software, and Materials:**

**Title:** Food for Today  
**Publisher:** McGraw Hill Glencoe  
**ISBN #:** 978-0-07-888399-8  
**Copyright Date:** 2010  
**WCSD Board Approval Date:** 6/27/2022

**Supplemental Materials:** teacher school provided

#### **Curriculum Document**

**WCSD Board Approval:** 6/27/2022

**Date Finalized:** 6/5/2018

**Date Approved:** 6/27/2022

**Implementation Year:** 2022-2023

#### **SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

#### **SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

##### **Marking Period 1**

Description of appliances and utensils  
Safety and Sanitation techniques  
Kitchen conversions and math  
Recipe reading  
Kitchen technique vocabulary  
Ecosystems  
US food supply  
Global food problems  
Solutions to global food & water problems  
Nutrients found in a variety of foods.  
Identifying various types of foods in the world around us.  
Selection and storage of differing foods.  
Preparation and serving of various foods.

##### **Marking Period 2**

Planning meals based on budget, available resources, convenience, and appeal  
Planning shopping based on store choice, location, availability  
Using the food label to drive shopping  
How to appropriately serve a meal across cultures  
Four key behaviors for familial and self-wellness  
Skills necessary for learning about food.

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**Standards/Eligible Content and Skills**

| <b>Performance Indicator</b>   | <b>PA Core Standard and/or Eligible Content</b> | <b>Marking Period Taught</b> |
|--|---|------------------------------|
| Identify the causes of food borne illness  | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Explain the importance of cleanliness in the kitchen   | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Summarize ways to cook, thaw, and serve food safely  | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Describe safe food storage practices   | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Describe the roles of government agencies in protecting the food supply                              | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| List six ways to prevent accidents in the kitchen  | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Explain why it is important to follow safety guidelines  | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Describe factors to consider when selecting kitchen components                                       | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Describe seven common types of cookware  | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| List the nine types of information a recipe provides   | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Apply the kitchen conversion chart to kitchen labs   | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Explain guidelines for proper knife safety   | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Explain the benefits of learning specialized cooking techniques                                      | 11.3.A, 11.3.E, 11.3.F, 11.3.G,                 | MP1                          |
| Explain ecosystems and their relationship to food.   | 11.3.A  | MP1                          |
| Describe the main sources of the U.S. food supply and the steps food takes from farm to consumption. | 11.3.A  | MP1                          |
| Identify global food problems and explain their causes.  | 11.3.A  | MP1                          |
| Explain global water problems.   | 11.3.A  | MP1                          |
| Describe solutions to global food problems.  | 11.3.A  | MP1                          |
| Describe the nutritional benefits of fruit   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Identify the six major types of fruits   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain how to store fresh fruits  | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe enzymatic browning and how to prevent it  | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Identify the types and uses of convenience forms of fruit  | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe methods for cooking fruits  | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| List the nutrients found in vegetables   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Identify the eight types of vegetables   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |

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|--|---|------------------------------|
| Explain how to store vegetables                                  | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe how to prepare fresh vegetables                         | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe how to prepare fresh vegetables                         | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Identify the types and uses of convenience forms of vegetables   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe how food is made from grains                            | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Name and describe six grains used around the world               | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain what to look for when buying grain products              | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe how to prepare grains for eating                        | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain the nutritional value of dairy foods                     | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| List four different foods that come from milk                    | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe the differences between fresh cheese and ripened cheese | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Summarize reasons for using dairy substitutes                    | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain how to properly store dairy foods                        | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe the effects of heat on milk and cream                   | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Identify and describe three important parts of an egg            | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe the nutrients found in eggs                             | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain how to safely store eggs                                 | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Summarize why eggs act as a binder                               | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe how beating affects egg whites                          | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Explain three main parts of meat                                 | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |
| Describe nutritional value of meat                               | 11.3.F, 11.3.G, 11.3.12.G                       | MP1                          |

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| <b>Performance Indicator</b>  | <b>PA Core Standard and/or Eligible Content</b>       | <b>Marking Period Taught</b> |
|---|---|------------------------------|
| Identify and explain the most common grades of beef and types of poultry  | 11.3.F, 11.3.G,<br>11.3.12.G                          | MP1                          |
| List methods for cooking meat   | 11.3.F, 11.3.G,<br>11.3.12.G                          | MP1                          |
| Explain what makes food powerful  | 11.3.A, 11.3.B,<br>11.3.C, 11.3.D,<br>11.3.F, 11.2.B, | MP1                          |
| Describe the role of science in food preparation and production.  | 11.3.A, 11.3.B,<br>11.3.C, 11.3.D,<br>11.3.F, 11.2.B, | MP1                          |
| Summarize the ways that food proves pleasure in special events and daily living.                                | 11.3.A, 11.3.B,<br>11.3.C, 11.3.D,<br>11.3.F, 11.2.B, | MP1                          |
| Examine the learned skills that are attained during the learning process about food in various aspects of life. | 11.3.A, 11.3.B,<br>11.3.C, 11.3.D,<br>11.3.F, 11.2.B, | MP1                          |
|   |   |                              |
| Explain the benefits of meal planning   | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Explain how to create and meet a food budget  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Describe convenience foods and how they can be used to save time while cooking                                  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Describe ways to make a meal appealing to the senses  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Explain how to develop a meal plan for a week   | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Identify places to shop for food and explain how to choose a store  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Explain how to plan your shopping to be effective and easy  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Describe how to use food labels to understand the food you eat  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Summarize how to shop smart to get quality foods and save money   | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| List four types of tableware and describe their uses  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| Describe how to arrange flatware on a cover   | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| List and describe four ways of serving meals at home  | 11.3.G,<br>11.3.12.G                                  | MP2                          |
| List the things that should be included on an invitation  | 11.3.G,<br>11.3.12.G                                  | MP2                          |

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|--|--|-----------------------|
| PLANNED INSTRUCTION                                      |  |                       |
| Performance Indicator                                    | PA Core Standard and/or Eligible Content | Marking Period Taught |
| Describe how knowing proper table etiquette can help you | 11.3.G,<br>11.3.12.G                     | MP2                   |
| Explain how to calculate a standard tip                  | 11.3.G,<br>11.3.12.G                     | MP2                   |
|  |  |                       |
|  |  |                       |

## **ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios