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|  | **Foods & Nutrition II** | |
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| **COURSE DESCRIPTION**  This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, food preparation and dietary analysis to develop a healthy life style with pathways to career readiness. Laboratory based experiences strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education | | |
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| **COURSE STANDARDS AND OBJECTIVES**  **Standard 1**  Students will review and apply the skills of kitchen management, safety and sanitation.  **Objective 1**Identify food safety and sanitation rules and guidelines to maintain a safe working environment.   |  |  | | --- | --- | |  |  |   **Objective 2** Review and apply culinary terms and abbreviations, equivalents, recipe yields, and proper measuring techniques with correct equipment.   |  |  | | --- | --- | |  |  |   **Objective 3** Select and explain the appropriate use and care of small appliances and equipment for specific product preparation and culinary applications.   |  |  | | --- | --- | |  |  |   **Performance Objective #1** Consistently demonstrate appropriate food safety and sanitation procedures.   |  |  | | --- | --- | |  |  |   **Performance Objective #2** Consistently demonstrate proper mise en place and clean up.   |  |  | | --- | --- | |  |  |   **Performance Objective #3** Adjust a 4 serving recipe to yield 2, 8 and 16.   |  |  | | --- | --- | |  |  |   **Standard 2** Demonstrate food preparation techniques and nutrition of yeast breads.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify and prepare yeast breads.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify and discuss the different types of flours used in bread making: all-purpose flour, unbleached flour, bread flour, and whole wheat flour.   |  |  | | --- | --- | |  |  |   **Objective 3** Identify ingredients in yeast breads and their functions.   |  |  | | --- | --- | |  |  |     **Objective 4** Identify the food science principles of yeast breads.   |  |  | | --- | --- | |  |  |   **Objective 5** Review the nutrients found in breads and incorporate guidelines from MyPlate.   |  |  | | --- | --- | |  |  |   **Performance Objective #4** Actively participate in the preparation of yeast bread product using a scale.   |  |  | | --- | --- | |  |  |     **Standard 3** Apply budgeting and consumerism skills to manage food costs.   |  |  | | --- | --- | |  |  |   **Objective 1** Students will practice consumerism and budgeting skills related to food.   |  |  | | --- | --- | |  |  |   **Objective 2** Read and interpret food labels as it applies to nutritional value.   |  |  | | --- | --- | |  |  |   **Standard 4** Demonstrate food preparation techniques and nutrition of meats, poultry and seafood.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify and apply proper internal temperatures of meat, poultry and seafood according to the food industry standards.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify and discuss different types of meats.   |  |  | | --- | --- | |  |  |   **Objective 3** Identify appropriate meat cooking methods: dry vs. moist   |  |  | | --- | --- | |  |  |   **Objective 4** Discuss inspection and grading of meat and poultry.   |  |  | | --- | --- | |  |  |   **Objective 5** Review the nutrients found in meats and incorporate guidelines from MyPlate.   |  |  | | --- | --- | |  |  |   **Performance Objective #5** Actively participate in the preparation of meat, poultry, or seafood and use a thermometer to confirm the product has been heated to the proper internal temperature.   |  |  | | --- | --- | |  |  |   **Standard 5** Apply proper procedures for knives and knife cuts.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify types, use and care of knives.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify and demonstrate different knife cuts   |  |  | | --- | --- | |  |  |   **Performance Objective #6** Set up a knife work station correctly and demonstrate 4 of the 6 knife cuts.   |  |  | | --- | --- | |  |  |   **Standard 6** Students will demonstrate food preparation techniques and nutrition of salads.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify and perform salad preparation skills.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify structure and arrangement and service of a salad.   |  |  | | --- | --- | |  |  |   **Objective 3** Demonstrate knife skills and cutting techniques in salad making.   |  |  | | --- | --- | |  |  |   **Objective 4** Identify the nutrients found in salads and incorporate guidelines from MyPlate.   |  |  | | --- | --- | |  |  |   **Objective 5** Identify types of salads - appetizer, accompaniment, main dish, and dessert.   |  |  | | --- | --- | |  |  |   **Objective 6** Identify categories of salads by the main ingredient --pasta, gelatin, protein, vegetable, & fruit.   |  |  | | --- | --- | |  |  |   **Performance Objective #7** Actively participate in the preparation of a salad.   |  |  | | --- | --- | |  |  |     **Standard 7** Students will explore health concerns incorporating guidelines from MyPlate and current dietary guidelines throughout the life cycle.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify the changing nutritional needs across the life span.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify sports nutrition guidelines for athletes and/or an active lifestyle.   |  |  | | --- | --- | |  |  |   **Objective 3** Classify common food and nutrition related health concerns.   |  |  | | --- | --- | |  |  |   **Performance Objective #8** Actively participate in the preparation of a food product consumed before, during, or after a sporting event/exercise.   |  |  | | --- | --- | |  |  |   **Standard 8** Students will demonstrate food preparation and nutrition of soups and sauces.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify the five Mother sauces used in standard home and restaurant cooking.   |  |  | | --- | --- | |  |  |   **Objective 2** Identify and prepare the two basic types of soup (cream and stock).   |  |  | | --- | --- | |  |  |   **Objective 3** Identify and apply proper storage of soups   |  |  | | --- | --- | |  |  |   **Objective 4** Demonstrate knife skills and cutting techniques in soup making.   |  |  | | --- | --- | |  |  |     **Objective 5** Identify how soups incorporate nutritional guidelines from MyPlate.   |  |  | | --- | --- | |  |  |   **Performance Objective #9** Actively participate in the preparation of a mother sauce. Incorporate a mother sauce into a cream soup.   |  |  | | --- | --- | |  |  |   **Standard 9** Identify and apply the elements of meal planning, meal management, and meal service.   |  |  | | --- | --- | |  |  |   **Objective 1** Incorporate the current Dietary Guidelines and MyPlate when planning nutritionally balanced meals.   |  |  | | --- | --- | |  |  |   **Objective 2** Plan, prepare and evaluate aesthetically pleasing meals.   |  |  | | --- | --- | |  |  |   **Objective 3** Discuss the factors that influence food costs/budget when meal planning.   |  |  | | --- | --- | |  |  |   **Objective 4** Create a work plan (see FCCLA STAR Culinary Arts event)   |  |  | | --- | --- | |  |  |   **Objective 5** Identify and demonstrate proper table setting and etiquette.   |  |  | | --- | --- | |  |  |      |  |  | | --- | --- | |  |  |   **Standard 10** Demonstrate food preparation techniques and nutrition of pies/tarts.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify and prepare pies/tarts (pie shell, single, double).   |  |  | | --- | --- | |  |  |   **Objective 2** Identify main ingredients and their functions.   |  |  | | --- | --- | |  |  |   **Objective 3** Identify basic types of pie/tart fillings and their proper storage.   |  |  | | --- | --- | |  |  |   **Objective 4**  Review the nutrients found in pies/tarts and incorporate guidelines from MyPlate.   |  |  | | --- | --- | |  |  |   **Performance Objective #11** Actively participate in the preparation of a pie or tart.   |  |  | | --- | --- | |  |  |     **Standard 11** Students will discuss career options and employment skills required in the food service industry.   |  |  | | --- | --- | |  |  |   **Objective 1** Identify various career opportunities and educational requirements.   |  |  | | --- | --- | |  |  |   **Performance Objective #12** Research a career in the food service industry using multiple sources (personal interview, internet, [**utahfutures.org**](http://utahfutures.org/), [**www.bls.org**](http://www.bls.org/), periodicals) and present your findings.   |  |  | | --- | --- | |  |  | | | |
| **ASSIGNMENTS**   * Students will be required to complete bell work at the beginning of class. * Participation points are a critical component in this class. * Come prepared to class. Class participation is required. Your thoughts, questions and ideas are what makes this class enjoyable and interesting. Be ready and prepared when you come to class. * Students will be expected to complete and turn in every assignment. Late work should be completed and turned in. If you have an excused absence the day an assignment is due, it may be turned in the following class period for full credit. * If a test is missed, students must come in before or after school to take that test. I will allow retakes, but you must seek me out in order to retake them. I can be flexible, you just have to ask.   There will be a mandatory State Competency Test given at the end of the semester. Your student workbook notes will be a great study guide. There is no make-up for the state test. If you miss it, you will not receive the points.  **GRADES**  Each student will be evaluated on the required performance objectives in addition to assignments, tests and lab participation. Performance objectives may be completed and evaluated anytime during the course.   * Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement. * Students will be encouraged to repeat the performance objectives until they have performed at a minimum of a number 3 or 4 on the rating scale **(moderately to highly skilled level).**   **4 = highly skilled** ⇨ Successfully demonstrated without supervision  **3 = moderately skilled** ⇨ Successfully demonstrated with limited supervision  **2 = limited skill** ⇨ Demonstrated with close supervision  **1 = not skilled** ⇨ Demonstration requires direct instruction and supervision  (0 = no exposure)  • Grades are generally updated weekly. Please check PowerSchool to monitor your grade. | |  |
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| **INSTRUCTOR POLICIES**   * Please refer to the student handbook for school and district policies pertaining to dress code, attendance and other important issues. * Please do not bring food or drink into class. * Students must sit in assigned seats. Failure to do so will result in being marked absent as I use the seating chart to call roll. Be sure to check in with me if you come in late so I can change your absence to a tardy. * Students must remain in class until the bell rings. Leaving class without permission will be reported to the attendance office. You may also lose your participation points for the day. * Demonstrate care and respect for class property. * No threatening, coercing, intimidating, harassing or annoying any other students or staff. * All electronic devices should be put away unless we are using them as a class. Phones, i-pods, games, etc. will be collected from the student if they cause a disturbance. These may be turned over to an administrator or returned to the student at the end of class. * **NO Cell phones are permitted in the kitchens during lab time for sanitation reasons.** * Students are NOT to be in the kitchens except on lab days. * All students are expected to participate in lab unless they are sick. Lab rules must be followed. | | |