

FOOD AND NUTRITION

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

FOOD AND NUTRITION

Grade Levels: 9, 10, 11, 12
Course Code: 493110

Prerequisite: TP Foundation Core

Course Description: Experiences in the Food and Nutrition course focus on the development of skills needed to select, prepare, and serve food which meets nutritional needs of individuals and families. Emphasis in this course is given to the development of competencies related to nutrition, weight control, the food consumer, the effect of technology on food and nutrition, kitchen organization and equipment, safety and sanitation, menu planning, serving and eating food, food preparation, eating away from home, and jobs and career opportunities in the field of food and nutrition. Upon completion of this course, students should be able to apply sound nutritional practices which will have a positive effect on their health.

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Unit 1: Nutrition and Weight Control

Hours: 10

Terminology: Absorption, Amino acids, Appetite, Calorie, Deficiency disease, Diabetes mellitus, Digestion, Fallacy, Fat soluble vitamin, Glucose, Malnutrition, Metabolism, Nutrient, Nutrition, Obesity, Osteoporosis, RDA, Saliva, Taste buds, Trace elements, Vitamins, Water soluble vitamins

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terms related to nutrition and weight control	1.1.1 Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to Nutrition and Weight Control [1.3.6]	
1.2 Describe psychological, physiological and environmental reasons for eating	1.2.1 Analyze influences of environment, family, culture, technology and lifestyle on food choices	Foundation	Listening	Receives and interprets verbal messages [1.2.8]	
			Reading	Comprehends written information and applies it to a task [1.3.8]	
			Science	Describes/Explains scientific principles related to the physiological and environmental reasons for eating [1.4.14]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Interpersonal	Cultural Diversity	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6] Respects others' personal values, cultures, and traditions [2.2.4]	
1.3 Describe the effects of nutrition on health and body mass	1.3.1 Describe nutritional concerns for individuals throughout their life cycle	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	1.3.2 Compute BMI		Arithmetic/ Mathematics	Applies addition, subtraction, multiplication and division to real-world situations [1.1.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Science	Describes/Explains scientific principles related to nutrition and health [1.4.14]
1.4 Identify food related health problems	1.4.1 Match food related health problems to descriptions to include, but not limited to: <ul style="list-style-type: none"> • HBP (High Blood Pressure) • heart disease • diabetes I & II • lactose intolerance • food allergies • food sensitivities • obesity • vitamin & mineral deficiencies • underweight • malnutrition 	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to cause and effects of food related health problems [1.4.14]
			Writing	Records data [1.6.16]
				Writes appropriate entries [1.6.22]
		Thinking	Knowing how to Learn	Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]
1.5 Name unhealthy diet practices	1.5.1 Classify eating disorders	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
	1.5.2 Create a project that exhibits the causes/effects of being underweight and overweight		Science	Describes/Explains scientific principles related to food related health problems [1.4.14]
			Writing	Records data [1.6.16]
				Writes appropriate entries [1.6.22]
		Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Knowing how to Learn	Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.6 Define basic nutrient groups and their sources and functions	1.6.1 Match nutrients with sources and functions <ul style="list-style-type: none"> • water • vitamins • proteins • fats • carbohydrates • minerals 	Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.2]	
			Science	Comprehends written information for main ideas [1.3.7]	
			Writing	Acquires and processes scientific data [1.4.1]	
1.7 Explain MyPyramid including divisions, physical activity, recommended serving allowances	1.7.1 Analyze nutritional value of personal daily food intake	Foundation	Reading	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]	
	1.7.2 Plan menus to meet nutritional needs		Science	Use graphs/charts/tables to obtain factual information [1.3.21]	
	1.7.3 Interpret the six main messages of the anatomy of MyPyramid		Writing	Acquires and processes scientific data [1.4.1]	
	1.7.4 Develop a personalized nutrition plan using www.mypyramid.gov		Reading	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]	
			Reading	Follows written directions [1.3.13]	
			Science	Identifies relevant details, facts and specifications [1.3.16]	
			Science	Describes/Explains scientific principles related to food guide pyramid [1.4.14]	
			Writing	Records data related to recommended servings and servings sizes [1.4.22]	
			Writing	Organizes information in an appropriate format [1.6.10]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Personal Management	Responsibility	Summarizes written information [1.6.17] Writes appropriate entries [1.6.22] Pays close attention to details [3.4.8]
		Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
1.8 Name careers related to nutrition and weight control	1.8.1 Research careers related to nutrition and weight control	Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6] Records data [1.6.16]
		Personal Management	Career Awareness, Development & Mobility	Explores career opportunities [3.1.6] Identifies education and training needed to achieve goals [3.1.8]

Unit 2: The Food Consumer

Hours: 6

Terminology: Budget, Caterer, Conservation, Consumer advocate, Dietician, Entrepreneur, FDA, Food scientist, Meal manager, Multi tasking, Nutrition labeling, Open dating, Precycling, Pre preparation, Semi prepared foods, USDA, Work simplification

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to the food consumer	2.1.1 Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to the food consumer [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Identify resources to consider in planning meals	2.2.1 Plan menus for low/high income families using the following resources, but not limited to: <ul style="list-style-type: none"> • time • energy • food choices • money • preparatory skills • availability • equipment • available technology 	Foundation	Reading	Applies/Understands technical words that pertain to the food consumer [1.3.6]	
			Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Applies/Uses technical words and concepts [1.6.4]	
		Thinking	Knowing how to Learn	Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]	
2.3 List considerations in appealing and nutritious meals	2.3.1 Plan menus for family meals using meal pattern guidelines using the following considerations, but not limited to: <ul style="list-style-type: none"> • color • shape/ size • flavor • aroma • texture • temperature • dietary guidelines 	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Science	Describes/Explains scientific principles related to nutritious meals [1.4.14]	
		Thinking	Decision Making	Writing	Organizes information into an appropriate format [1.6.10] Comprehends ideas and concepts related to planning appealing and nutritious meals [4.2.2]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Knowing how to Learn	Applies new knowledge and skills to planning appealing and nutritious meals [4.3.1]
2.4 Describe shopping strategies for making informed food purchases	2.4.1 List information on food labels required by law	Foundation	Listening	Comprehends ideas and concepts related to food shopping [1.2.1]
	2.4.2 Analyze data on nutritional fact panel		Reading	Comprehends written information for main idea [1.3.7]
	2.4.3 Contrast the variety between food shops		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	2.4.4 Compare/contrast generic, store brand and name brand		Arithmetic/ Mathematics	Comprehends a mathematical ideas and concepts related to food shopping [1.1.13]
			Science	Describe/Explain scientific principles related to informed food purchases [1.4.14]
	2.4.5 List ways a consumer can reduce waste by recycling & pre-cycling		Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Writes logical and understandable sentences [1.6.23]
	2.4.6 List benefits of preparing a shopping list	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort. [2.6.2]
2.4.7 Discuss product codes found on packaging such as UPC and open dating	Foundation	Speaking	Evaluates oral information/presentation[1.2.2]	
2.4.8 Compute the unit price of a product	Thinking	Knowing how to Learn	Applies new knowledge and skills to making informed food purchases [4.3.1]	
2.5 Name government agencies that regulate food safety	2.5.1 Research current FDA and USDA guidelines	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describe/Explain scientific principles related to regulation of food safety [1.4.14]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Personal Management	Writing Organizational Effectiveness	Summarizes written information [1.6.17] Comprehends the organization's modes of operation [3.3.5]

Unit 3: Food/Technology

Hours: 4

Terminology: Conservation, Contaminant, Convenience foods, Food additive, Hydroponics, Pesticides, Shelf life, Technology

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms related to food technology	3.1.3 Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to food technology [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Discuss effects of technology on food and nutrition	3.2.1 Explore the impact of technology on safety, availability, choices, and nutrient content of food	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to the effects of technology on food and nutrition [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and efforts [2.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.3 State current issues and trends in food technology	3.3.1 Explore current issues and trends in food technology to include, but not limited to: <ul style="list-style-type: none"> • easy preparation • great taste • nutrition • allergies • food substitutes • health foods • fast food • engineered foods 	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to the effects of technology on food and nutrition [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Knowing how to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
3.4 Explain use of the computer in food buying, menu planning, nutritional analysis, and other food related areas	3.4.1 Conduct a nutritional analysis of a variety of recipes (an option is to refer to MyPyramid.gov and then use My Pyramid Menu Planner)	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to use of computer in food buying, menu planning, and nutritional analysis [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
3.5 State purposes of food additives	3.5.1 Justify the four reasons additives are used in food products: • adds nutrients • preserves quality • aids in processing or preparation • enhances flavors or colors	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Records data related to food additives [1.4.22]
			Writing	Communicates thoughts, ideas, or facts in written form in clear, concise manner [1.6.6]
	3.5.2 Discuss items that are considered GRAS(Generally Recognized As Safe)	Thinking	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]
3.6 Compare advantages and disadvantages of convenience foods	3.6.1 Compare cost, quality, and time in the preparation of convenience food and the same food prepared conventionally	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication and division to real-world situations [1.1.1]
			Listening	Listens to follow directions [1.2.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Reading	Comprehends written information for main ideas [1.3.7] Comprehends written information and applies it to a task [1.3.8]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17] Writes appropriate entries [1.6.22]
		Thinking	Decision-Making	Identifies pros and cons to assist in decision-making process [4.2.7]
3.7 Describe environmental concerns as the result of food technology	3.7.1 Analyze environmental issues related to food resources which include but are not limited to: • chemical pollutants • conservation • food additives • genetic engineering • pollution • recycling	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.13]
		Thinking	Knowing how to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

Unit 4: Kitchen Organization

Hours: 5

Terminology: Work center, Work triangle

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terms related to kitchen organization	4.1.1 Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to kitchen organization [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
4.2 Describe kitchen work centers	4.2.1 Match kitchen work centers: <ul style="list-style-type: none"> •cold storage/refrigerator •cleanup/sink •mixing/planning •cook/serving 	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
			Reading	Listens to follow directions [1.2.6]	
			Writing	Follows written directions [1.3.13]	
4.3 Identify types of kitchen floor plans	4.3.1 Design the six different kitchen floor plans: <ul style="list-style-type: none"> • one wall • Corridor • L shape • U shape • Peninsula • Island and Barrier Free 	Foundation	Arithmetic/ Mathematics	Writes appropriate entries [1.6.22]	
			Listening	Draws to scale [1.1.20]	
			Reading	Listens for content [1.2.3]	
			Writing	Listens to follow directions [1.2.6]	
		Thinking	Reading	Interprets drawings to obtain factual information [1.3.17]	
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
			Decision Making	Writes appropriate entries [1.6.22]	
				Identifies pros and cons to assist in decision making [4.2.7]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 Explain the purpose of the work triangle	4.4.1 Identify the work triangle in various kitchens (suggested range should fall between 8 ft. to 22 ft.)	Foundation	Arithmetic/ Mathematics	Uses basic geometric symbols, terms, principles, and formulas (1.1.34)
			Listening	Evaluates oral information presentation [1.2.2]
				Listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Decision Making	Evaluates information/data to make best decisions [4.2.5]
4.5 Name principles of kitchen storage	4.5.1 Apply principles in kitchen storage <ul style="list-style-type: none"> • buy only what you need • first in first out (rotate stock) • clean storage areas • consider the shelf life • store items where you expect to use them 	Foundation	Reading	Comprehends written information for main idea [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

Unit 5: Kitchen Appliances

Hours: 5

Terminology: Combination oven, Convection cooking, Convection oven, Energy guide, Hot spots, Microwave oven, Service contract, Standing time, Warranty, Wave patterns

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge	Application	Skill Group	Skill	Description		
5.1	Define terms related to kitchen appliances	5.1.1	Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to kitchen appliances [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
5.2	Describe selection, use, and care of large and small kitchen appliances	5.2.1	Review procedures for using large and small kitchen appliances	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts [1.1.7]
					Listening	Listens to follow directions [1.2.6]
						Receives and interprets verbal messages [1.2.8]
					Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
						Reads and follows instructions to operate technical equipment [1.3.19]
					Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
					Writing	Summarizes written information [1.6.17]
				Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
5.3	Describe trends in kitchen appliances	5.3.1	Discuss how colors, size, style and technology affect kitchen appliance choices	Foundation	Reading	Comprehends written information for main idea [1.3.7]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
5.4 State ways to conserve resources in the kitchen	5.4.1 Plan ways to use the following resources/methods: • Energy Star • Energy Guide • Conservation Methods	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
5.5 Discuss effect of technology in kitchen equipment	5.5.1 Contrast/compare the advantages and disadvantages of technology with kitchen equipment	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main idea [1.3.7]
			Science	Describes/Explains scientific principles related to technology in kitchen equipment [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 6: Safety and Sanitation

Hours: 6

Terminology: Bacteria, Canning, Cross contamination, Food borne illness, Heimlich maneuver, Irradiation, Safety, Sanitation, Temperature danger zone

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.1 Define terms related to safety and sanitation	6.1.1	Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to safety and sanitation [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Describe food preparation, preservation, serving, and storage techniques that prevent food poisoning	6.2.1	Investigate prevention of food spoilage in the food industry	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
				Science	Describes/Explains scientific principles related to the prevention of food poisoning [1.4.14] Follows safety guidelines [1.4.16]
	Writing	Summarizes written information [1.6.17]			
	Arithmetic/ Mathematic	Calculates measurements taken from measuring devices [1.1.9]			
	6.2.2	Recognize the temperature danger zones	Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
6.3 Differentiate between food borne illnesses and the definition for each	6.3.1	Research current issues involving food borne illnesses	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Science	Describes/Explains scientific principles related to food borne illnesses [1.4.14]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Writes appropriate entries [1.6.22]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.4 State safety precautions to follow in the kitchen	6.4.1 Evaluate a kitchen for safety hazards	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Science	Describes/Explains scientific principles related to kitchen safety [1.4.14] Follows safety guidelines [1.4.16]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Writes logical and understandable sentences [1.6.23]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
6.5 Explain basic first aid procedures	6.5.1 Demonstrate basic first aid procedures	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
			Reading	Analyzes and applies what has been read to specific task [1.3.2]	
			Science	Applies knowledge to complete a practical task [1.4.3] Follows safety guidelines [1.4.16]	
			Speaking	Participates in conversation, discussion, and group presentation [1.5.8]	
			Writing	Writes logical and understandable sentences [1.6.23]	
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]	

Unit 7: Food Service and Etiquette

Hours: 4

Terminology: A la carte, A la mode, Appetizer, Au jus, Beverageware, Blue plate service, Buffet service, Compromise service, Cover, Dinnerware, Dutch treat, English service, Entrée, Etiquette, Family service, Formal service, Gratuity, Hollowware, Open stock, Reservation, Stemware, Table appointments, Table linens

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Define terms related to serving and eating food at home and away from home	7.1.1 Use terms in context	Foundation	Reading	Applies/Understands technical words that pertain to food service and etiquette [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Describe table appointments	7.2.1 Compare and contrast traditional table settings to contemporary table settings	Foundation	Listening	Comprehends ideas and concepts related to table appointments [1.2.1]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
7.3 Explain principles of table setting	7.3.1 Demonstrate table settings for a variety of menus	Foundation	Arithmetic/ Mathematics	Makes precision measurements using common measuring devices [1.1.27]
				Using basic geometric symbols, terms, principles, and formulas [1.1.34]
			Listening	Comprehends ideas and concepts related to table settings [1.2.1]
			Reading	Identifies relevant details, facts and specifications [1.3.16]
				Interprets drawings to obtain factual information [1.3.17]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images, symbols, pictures, graphs, objects, etc. [4.6.2]
7.4 Discuss types of meal service	7.4.1 Demonstrate table settings for different types of meal service	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.1]
				Interprets drawings to obtain factual information [1.3.17]
	7.4.2 Discuss factors to consider in planning and serving food for special occasions		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal	Writing	Summarizes written information [1.6.17]
			Coaching	Helps others learn new skills [2.1.3]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
7.5 Describe proper manners for serving, eating, and clearing meals	7.5.1 Demonstrate proper table manners in public and private settings	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Adapts presentation to audience [1.5.1]
			Writing	Writes logical and understandable sentences [1.6.23]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
			Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
7.6 Name guidelines for ordering, tipping, and paying in a restaurant	7.6.1 Compute various types of gratuity	Foundation	Arithmetic/ Mathematics	Calculates percentages, ratios, proportions, decimals and common fractions [1.1.10] Calculate dollar amounts [1.1.7] Calculates/Estimates gratuity [1.1.8] Adds items cost and tax to determine amount due [1.1.43]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

Unit 8: Food Preparation

Hours: 20

Terminology: Bake, Barbecue, Baste, Batter, Beat, Blend, Braise, Bread, Broil, Brown, Candy, Caramelization, Coat, Core, Cream, Cut in, Deep fry, Dice, Dredge, Dress, Equivalent, Flake, Flour, Fold, Fry, Garnish, Glaze, Grate, Grease, Grilling, Julienne, Knead, Marinate, Mince, Mold, Pan broil, Parboil, Pare, Pit, Poach, Preheat, Puree, Quarter, Recipe, Reconstitute, Reduce, Roast, Roll, Sauté, Scald, Scallop, Score, Season, Sift, Simmer, Skim, Sliver, Steam, Steep, Sterilize, Stew, Stir fry, Strain, Toast, Truss, Whip, Yield

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Define terms related to food preparation	8.1.1 Use terms in context	Foundation	Reading Writing	Applies/Understands technical words that pertain to food preparation [1.3.6] Applies/Uses technical words and concepts [1.6.4]
8.2 Identify food preparation tools and equipment	8.2.1 Chart functions of preparation tools and equipment	Foundation	Reading Writing	Identifies relevant details, facts, and specifications [1.3.16] Interprets drawings to obtain factual information [1.3.17] Writes appropriate entries [1.6.22]
8.3 Explain measuring techniques and equipment	8.3.1 Demonstrate measuring techniques	Foundation	Arithmetic/ Mathematics Listening Reading	Calculates percentages, ratios, proportions, decimals and common fractions [1.1.10] Converts different unit of measurement [1.1.17] Measures in metric units [1.1.29] Uses calculator to solve mathematical problems [1.1.36] Uses common measuring devices/tools to measure ingredients [1.1.37] Listens for content [1.2.3] Follows written directions [1.3.13]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
			Science	Measures dry and liquid supplies [1.4.17]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
8.4 List abbreviations and equivalent measures commonly used in recipes	8.4.1 Match abbreviations and equivalent measures commonly used in recipes	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to measurements in recipes [1.1.4]
	8.4.2 Specify substitutions commonly used in recipes		Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Records data [1.6.16] Writes appropriate entries [1.6.22]
8.5 List steps in using a recipe	8.5.1 Demonstrate math skills necessary to change the yield of a recipe	Foundation	Arithmetic/ Mathematics	Applies computation skills to change recipe yields [1.1.5] Calculates different units of measurement [1.1.6]
			Listening	Listens for content [1.2.3]
			Reading	Follows written directions [1.3.13]
			Science	Uses equipment and techniques in recipe usage [1.4.24]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Writes appropriate entries [1.6.22]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.6 Describe preparation of the following foods: <ul style="list-style-type: none"> • appetizers • beverages • casseroles • dairy products • desserts • egg • fish • fruits • garnishes • grain products • meat • poultry • quick breads • salads • sandwiches • sauces • soups • vegetables • yeast 	8.6.1 Prepare selected foods using a variety of methods	Foundation	Arithmetic/ Mathematics	Uses calculator to solve mathematical problems [1.1.36] Uses common measuring devices/tools to measure a variety of foods [1.1.37]	
			Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
			Reading	Follows written directions [1.3.13] Reads and follows instructions to operate technical equipment [1.3.19]	
			Science	Describes/Explains scientific principles related to preparing foods [1.4.14]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses technical words and symbols [1.6.20] Writes appropriate entries [1.6.22]	
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]	
			Teamwork	Works effectively with others to reach a common goal [2.6.6]	
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2] Comprehends the organization's mode of operation [3.3.5]	
		Thinking	Decision Making	Comprehends ideas and concepts related to food preparation [4.2.2]	

Glossary

Unit 1: Nutrition and Weight Control

1. Absorption – the passage of nutrients from the gastrointestinal tract into either the blood or the tissue fluid surrounding the cells
2. Amino acid – one of the building blocks of protein molecules
3. Appetite – a desire to eat
4. Calorie – a measurement of the amount of energy produced when food is burned by the body; In science, it is the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degrees Celsius.
5. Deficiency disease – a disease caused by the lack of a specific necessary element in the body.; examples include pellagra, rickets, anemia, goiter, kwashiorkor, night blindness and osteoporosis
6. Diabetes mellitus – lack of or inability to use the hormone insulin, which results in the build up of glucose in the bloodstream
7. Digestion – the process by which the body breaks down food into useable nutrients
8. Fallacy – a mistaken belief
9. Fat soluble vitamin – vitamins that are absorbed and transported by fats; includes vitamins A, D, E and K
10. Glucose – type of simple sugar; The body's primary energy source and the only energy source for the brain and nervous system; the basic sugar molecule from which all other carbohydrates are built.
11. Malnutrition – poor nutrition over an extended period of time which can be caused by an inadequate diet or the body
12. Metabolism – the process by which living cells use nutrients in many chemical reactions that provide energy for vital processes and activities
13. Nutrient – chemical substances in food that help to maintain the body
14. Nutrition – the study of nutrients and how they are used by the body
15. Obesity – weighing twenty percent or more above desirable weight for height; In an adult, obesity is defined as a body mass index of 30 or more
16. Osteoporosis – a condition caused by a calcium deficiency which results in porous, brittle bones and a loss in bone density
17. RDA – (Recommended Dietary Allowances) – suggested levels of nutrient intake to meet the needs of most healthy people
18. Saliva – a mucus and enzyme-containing liquid secreted by the mouth that begins to break down starches and makes food easier to swallow
19. Taste buds – sensory organs located on various parts of the tongue

20. Trace elements – elements or minerals needed in very small amounts
21. Vitamins – nutrients that don't provide energy or build body tissue, but help regulate these and other body processes
22. Water soluble vitamin – a vitamin, specifically vitamin C or one of the B complex vitamins, that dissolves in water; are not stored in the body

Unit 2: The Food Consumer

1. Budget – an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a financial plan or spending plan
2. Caterer – someone who owns a business in which food and beverages are prepared for small and large parties, banquets, weddings, and other large gatherings
3. Conservation – protecting the environment and natural resources against waste and harm
4. Consumer advocate – someone who acts or intercedes on the behalf of another who buys goods or services
5. Dietician – a health care professional who has training in nutrition and diet planning
6. Entrepreneur– a person who owns and runs his or her own business
7. FDA (Food and Drug Administration) – an agency in charge of ensuring the safety of all foods sold except meat, poultry, and seafood
8. Food scientist – experts who work with the sources of nutrients for living things
9. Meal manager – someone who controls and directs resources to get a meal prepared efficiently and on time; could also be called a food service manager
10. Multi tasking – fitting tasks together to make the best use of time; doing two tasks at the same time
11. Nutrition labeling – an analysis of a food product's contributions to an average diet that appears on the product packaging
12. Open dating – a system of putting dates on perishable and semi-perishable foods to help consumers obtain products that are fresh and wholesome
13. Precycling – thinking about how packaging materials can be reused or recycled before buying a product
14. Pre preparation – any step done in advance to save time when getting a meal ready
15. Semi prepared foods – a convenience food that still requires some preparation before being served
16. USDA (US Department of Agriculture) – an agency that monitors the safety and quality of poultry, eggs, and meat products
17. Work simplification – doing a job in the easiest, simplest, and quickest way possible

Unit 3: Food/Technology

1. Conservation – protecting the environment and natural resources against waste and harm
2. Contaminant – an undesirable substance that unintentionally gets into food
3. Convenience foods – food products that have had some amount of service added to it
4. Food additive – a substance added to food products that causes desired changes in the products
5. Hydroponics – using nutrient-enriched water to grow plants without soil
6. Pesticides – chemicals used to kill pests during plant growth; can cause food contamination
7. Shelf life – the amount of time a food product can be safely stored before deteriorating
8. Technology – the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems

Unit 4: Kitchen Organization

1. Work center – section in a kitchen that has been designed around a specific activity
2. Work triangle – imaginary triangle formed by the refrigerator, stove and sink; are the focal points of the major work centers in a kitchen

Unit 5: Kitchen Appliances

1. Combination oven – an oven that can do two types of cooking, such as conventional and convection
2. Convection cooking – method of cooking in which foods are baked or roasted in a stream of heated air
3. Convection oven – an oven that uses a fan to circulate hot air over food
4. Energy guide – a yellow tag that is displayed on an all newly purchased major appliances which shows an estimated, yearly energy usage for the product
5. Hot spots – areas of food that during cooking reach a higher temperature than surrounding areas due to receiving a greater concentration of energy
6. Microwave oven – a cooking device which uses invisible waves of energy that cause water molecules to rub against each other and produce heat which cooks the foods
7. Service contract – repair and maintenance insurance purchased to cover a product for a specific length of time
8. Standing time – the time during which foods finish cooking by internal heat after being removed from the cooking appliance
9. Warranty – a written promise by a manufacturer that a product will meet specified standards of performance
10. Wave patterns – the repeated cycle in which energy in a microwave oven is emitted by the magnetron tube

Unit 6: Safety and Sanitation

1. Bacteria– single celled microorganisms that live in soil, water, and the bodies of plants and animals
2. Canning – the process of preserving food by heating and sealing it in airtight containers for storage
3. Cross contamination – the transfer of harmful bacteria from one food to another food
4. Food borne illness – a disease transmitted by food
5. Heimlich maneuver – procedure that removes food or other obstacles from a choking person's airway
6. Irradiation – a commercial food preservation method that exposes food to gamma rays to increase shelf life and kill harmful microorganisms
7. Safety – the condition of being secure from threat of danger, harm or loss
8. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease
9. Temperature danger zone – zone from 41F° to 135F° in which foods should not be stored or kept for long periods of time due to risk of spoilage and bacteria growth

Unit 7: Food Service and Etiquette

1. A la carte – food offered with a separate price for each food item on the menu
2. A la mode – topped with ice cream
3. Appetizer – light food or beverage that begins a meal and is designed to stimulate the appetite
4. Au jus – serving food with the pan drippings from which the fat has been skimmed
5. Beverageware – glasses of many shapes and sizes used for a variety of purposes
6. Blue plate service – a type of meal service in which the plates are filled in the kitchen, carried to the dining room, and served
7. Buffet service – style of meal service in which a large table or buffet holds a variety of food items, the serving dishes and utensils, dinnerware, flatware, and napkins and from which guests serve themselves
8. Compromise service – a combination of English and formal service.; The main course of the meal is served at the table by the host and the remainder of the meal is served in individual portions from the kitchen.
9. Cover – the arrangement of the tableware that each diner will need for a meal; also called a place setting
10. Dinnerware – plates, cups, saucers, and bowls
11. Dutch treat – an arrangement of paying in which each person pays his own way
12. English service – a style of meal service in which the plates are served by the host and/or hostess and passed around the table until each guest has been served
13. Entrée – the main course of a meal
14. Etiquette – manners established by society
15. Family service – a service style that allows diners to join others in a setting where large dishes of food are placed on a table for self-service
16. Formal service – when you are served with porcelain or fine china
17. Gratuity – money charged or left as a tip for service
18. Hollowware – tableware, such as bowls, tureens, and pitchers, used to serve food and liquids
19. Open stock – tableware that can be purchased as individual pieces
20. Reservation – an arrangement with a restaurant to hold a table, or with a hotel to hold a room, for a guest on a given date at a given time

21. Stemware – glassware with three distinct parts a bowl, a stem, and a base
22. Table appointments – all the items needed at the table to serve and eat a meal
23. Table linens – tablecloths, placemats and napkins

Unit 8: Food Preparation

1. Bake – cook in the oven in dry heat without a cover
2. Barbecue – to cook by broiling, grilling, roasting, or baking; traditionally to cook meat on a rack or spit over hot coals
3. Baste – to spoon pan liquids over the surface of food during cooking to keep the food moist and add flavor
4. Batter – a flour and liquid mixture with a consistency ranging from a thin liquid to a stiff liquid depending on the proportion of dry to liquid ingredients
5. Beat – mix or stir quickly, bringing the contents of bowl to the top and down again
6. Blend – to mix ingredients until thoroughly combined
7. Braise – a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food
8. Bread – to coat a food item with crumbs and egg
9. Broil – a dry cooking method in which food is cooked directly under a primary heat source
10. Brown – to turn the surface of a food brown by quickly cooking it in hot fat or placing it under a broiler
11. Candy – to cook in sugar syrup until coated or crystallized
12. Caramelization – the chemical browning reaction that can occur when a sugar is heated; characteristic color and flavor develops
13. Coat – to thoroughly cover a food with a liquid or a dry mixture
14. Core – to remove the center part or stem of a fruit or vegetable leaving a hole
15. Cream – to blend until smooth and fluffy
16. Cut in – to combine solid fat with dry ingredients until lumps of the desired size remain; may be done using a pastry blender, two knives, or a fork
17. Deep fry – to cook in a large amount of hot fat
18. Dice – to cut into very small cubes even size
19. Dredge – to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs
20. Dress – to trim and clean, commonly associated with poultry and fish
21. Equivalent – the same amount expressed in different ways by using different units of measure
22. Flake – to break fish into small pieces with a fork

23. Flour – to sprinkle or coat with flour
24. Fold – to add ingredients carefully as not to lose air bubbles; the utensil is passed down through the mixture, across the bottom, and up the opposite side of the bowl, gently turning the mixture over
25. Fry – to cook in hot fat
26. Garnish – decorative, edible items added to enhance the appearance of the main food item
27. Glaze – to coat a food item with a liquid, usually a syrup, to produce a shiny covering
28. Grate – to shred food into coarse pieces by rubbing it on the teeth of a utensil or rough surface
29. Grease – to coat food or utensils with a layer of oil or shortening
30. Grilling – a method of short order cooking on a griddle
31. Julienne – to cut into long narrow strips
32. Knead – a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture
33. Marinate – to soak foods in a liquid to improve texture or flavor. The liquid generally contains herbs, spices, and other flavoring ingredients, as well as oil, and an acid, such as wine, vinegar, or lemon juice to break down the connective tissue of meat
34. Mince – to cut into very fine pieces
35. Mold – to shape by hand or by pouring into a form to achieve a desired structure
36. Pan broil – to cook without fat in an uncovered skillet without grease and pouring off excess fat as it accumulates
37. Parboil – to boil briefly as a preliminary or incomplete cooking procedure
38. Pare – to remove the stem and outer covering of a vegetable or fruit with a paring knife or peeler
39. Pit – to remove the seed of a fruit or vegetable
40. Poach – to cook in a small amount of simmering liquid
41. Preheat – to heat the oven to the correct temperature before adding the food
42. Puree – to put food through a fine sieve or a food mill to form a thick and smooth liquid
43. Quarter – to cut into four equal parts

44. Recipe – detailed instructions for preparing particular foods
45. Reconstitute – to return to a previous state by adding water, also called rehydration
46. Reduce – to decrease the quantity of a liquid and intensify the flavor by boiling
47. Roast – to cook uncovered in the oven with dry heat
48. Roll – to shape into a round mass, to flatten dough to an even thickness with a rolling pin
49. Saute´ – to cook food in a small amount of fat, stirring or flipping it frequently
50. Scald – to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water over the food
51. Scallop – to cover with a sauce and bake
52. Score – to make small, shallow cuts on the surface of a food
53. Season – to add herbs, spices or other ingredients to a food to increase flavor
54. Sift – to put a dry ingredient through a sieve or sifter to remove lumps
55. Simmer – a moist cooking technique in which food is cooked slowly and steadily in a liquid just below the boiling point (185 degrees 200 degrees F)
56. Skim – to remove a substance from the surface of a liquid
57. Sliver – to cut into long slender pieces
58. Steam – to cook with vapor produced by a boiling liquid without allowing it to come into contact with the water
59. Steep – to cover with boiling water and let stand without additional heating until flavor and color is extracted as for tea
60. Sterilize – to make free from living microorganisms, as bacteria, or their viable spores
61. Stew – to cook one food or several foods together in a seasoned liquid for a long period of time
62. Stir fry – a dry cooking technique, foods cook quickly in a small amount of fat over high heat while stirring constantly; generally uses a wok, a large pan with sloping side
63. Strain – to separate solids from a liquid
64. Toast – to make the surface of a food brown by applying direct heat
65. Truss – to prepare fowl for cooking by binding the wings and legs with string or skewers

66. Whip – to beat rapidly usually with a whisk to increase volume and incorporate air

67. Yield – the number of servings, or portions, that a recipe produces