Food and Nutrition II

Revised 6-2011

Levels: Grades 9-12
Units of Credit: 0.50
CIP Code: 20.0118
Core Code: 34-01-00-00-160
Prerequisite: Foods and Nutrition I
Skill Test: #343

COURSE DESCRIPTION
This course prepares students to understand the principles of food preparation, safety, sanitation, management and consumerism used in the home and food industry. Nutrition principles and applications will be emphasized. FCCLA may be an integral part of this course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

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.
a. Review food borne illness sources, symptoms and preventions.
- Cross-contamination
- Proper thawing of food and refrigerator placement
- Danger zone (41-135 degrees)
- Internal food temps:
  - Ground meats (pork, beef, veal, lamb) – 160 degrees
  - Seafood, beef, veal, lamb – 145 degrees
  - All Poultry (whole or ground) – 165 degrees
  - Pork-160 degrees
  - Reheat temp – 165 degrees

b. FIFO – First in and First Out is a method of storage for home and restaurants
c. Identify and demonstrate the importance of personal hygiene
- Hand washing
- Hair covering or tied back
- Uniform – apron/chefs jacket/lab coat
- Discuss use of gloves – use/change (any food that won't be heated again before serving, handling of protein both raw and cooked)

d. Demonstrate disinfection of work surfaces
- Clean means to remove visible soil and food particles
- Sanitize means to use moist heat or chemical agents to reduce pathogens

e. Apply established safety rules and guidelines to maintain a safe working environment.
- Basic first aide/cuts and burns
- Fire prevention and safety

Objective 2: Identify and explain the appropriate safe use and care of kitchen equipment.

Objective 3: Select appropriate equipment to use for specific product preparation and culinary applications.
a. Chefs Knife – shape and how to hold a. Sanitation and storage of knives
b. Paring Knife – peeling and garnishing
c. Cutting board – stabilization and designation of use
d. Stand electric mixers (i.e. Kitchen Aide, Bosch)
e. Food processor, blender, immersion blender
f. Internal temp thermometers/calibration

Objective 4: Identify and demonstrate different knife cuts - Julienne, Brunoise, Small Dice, Medium Dice, Chiffonade, Diagonal.

Objective 5: Review and apply appropriate abbreviations, techniques, equivalents, calculate recipe-size adjustments, and proper measuring techniques with correct equipment.
a. All tablespoon equivalents to 1 cup
b. ¾ cup = ½ cup + ¼ cup
c. Cups/pints/quarts to gallons
d. 3 tsp = 1 tbsp

STANDARD 2
Students will demonstrate food preparation techniques and nutrition of salads.

Objective 1: Identify and perform salad preparation skills.
a. Identify classifications of salad dressings – mayonnaise based, vinaigrette (3 oils to 1 vinegar ratio)

Objective 2: Identify structure and arrangement and service of a salad.
a. Freshness
b. Color
c. Texture
d. Ingredients should be well drained, cut into convenient eating size, prepared right before serving dressing procedures.

Objective 3: Demonstrate knife skills and cutting techniques in salad making techniques (FNII 1.4)

Objective 4: Identify the nutrients found in salads and incorporate guidelines from MyPlate.
a. Carbohydrates (fiber) – pasta, potatoes
b. Fats - dressings
c. Protein – meats, cheese, eggs
d. Minerals – fruits and vegetables (fiber)
e. Vitamins – Fruits and vegetables (fiber)

Objective 5: Identify classification of salads—appetizer, accompaniment, main dish, dessert.
a. Pasta
b. Gelatin
c. Protein
d. Vegetable
e. Fruit

STANDARD 3
Students will demonstrate food preparation and nutrition of soups and sauces.

Objective 1: Identify and prepare the two basic types of soup (cream and stock).

Objective 2: Identify and prepare a cream based soup.
a. Apply and prepare a béchamel based sauce (white sauce – a mother sauce)
b. Explain the thickening agent for a béchamel sauce is a roux

Objective 3: Identify and prepare a stock based soup
a. Apply and prepare a liquid from cooking meat, poultry, fish and vegetables using a mirepoix.

Objective 4: Identify how soups may be served as different parts of a meal incorporating guidelines from MyPlate. (appetizer, side, main course and dessert)

Objective 5: Identify and apply proper storage of soups

a. Shallow containers cool soups quickly

Objective 6: Demonstrate knife skills and cutting techniques in soup making techniques.

Objective 7: Identify the five Mother sauces used in standard home and restaurant cooking.

STANDARD 4
Students will demonstrate food preparation and nutrition of casseroles.

Objective 1: Identify, prepare and evaluate casseroles utilizing guidelines from MyPlate.

Objective 2: Define casseroles and the qualities/nutrients of casseroles: easy, time saver, complete meal in a dish, economical, large variety can be made ahead and stored in refrigerator/freezer, require little supervision during baking; served in same dish baked in; leftovers easy to use.

Objective 3: Identify protein and its function as the main ingredient; meat, fish, egg, dried beans, cheese

Objective 4: Identify carbohydrate/starch and its function as extender
a. Undercook rice and pastas so they can continue to cook during the baking process

Objective 5: Identify vegetables and function as it adds contrast in color and texture

Objective 6: Identify the binder as the sauce, which hold ingredients together (Béchamel or Tomato mother sauce can be applied here)

Objective 7: Identify casserole toppings used for color, variety in texture; protects protein ingredients (note common toppings).

Objective 8: Demonstrate knife skills and cutting techniques in casseroles making techniques mother sauce.

STANDARD 5
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 cycle.
a. Child (12 months to 11yrs)
b. Adolescence (12 to 21)
c. Adult (22 to 60)
d. Elderly (60+)
e. Use MyPlate and current dietary guidelines to assess nutritional needs based on age, gender and activity level.

Objective 2: Classify common food and nutrition related health concerns.
a. Diabetes: Type I child/juvenile, Type II adult onset
b. Coronary heart disease (CHD), Arteriosclerosis as it refers to disease of the heart and blood vessels
c. Anemia
d. Colon and rectal cancer
e. Osteoporosis
f. Obesity

STANDARD 6
Students will apply skills for consumerism and budgeting as it applies to meal planning, meal management, and meal service.

Objective 1: Identify quality meal planning elements.

Objective 2: Incorporate the current Dietary Guidelines and MyPlate when planning nutritionally balanced meals.

Objective 3: Plan, prepare and evaluate aesthetically pleasing meals by incorporating the aesthetic guidelines:
a. Color
b. Texture
c. Flavor
d. Temperature
e. Size and shape

Objective 4: Incorporate food costs as part of meal planning element

Objective 5: Create a work plan (see FCCLA culinary arts star event)

Objective 6: Students will identify and practice skills associated with meal service.

Objective 7: Identify and demonstrate practice table setting techniques.
a. Identify a cover—arrangement of a place setting for one person
b. Identify and practice flatware
c. salad plate, bread and butter plate
d. water glass placement and arrangement
e. napkin folding

Objective 8: Identify how table setting influences the appearance of the food, sets the tone/feeling of the meal, and makes people feel important.

Objective 9: Identify and demonstrate correct etiquette while dining.
a. Flatware use
b. Tipping
c. Napkin placement
d. Cell phone etiquette
e. Table manners, passing food
f. Eating roll, cutting meat

Objective 10: Students will practice consumerism and budgeting skills related to food.
a. Establish and apply a budget as it relates to food.
b. Apply shopping strategies
    • Create a categorized shopping list
    • Take calculator
    • Not hungry, tired
    • Shop alone
c. Identify shopping guidelines and advertising strategies
    • Loss leaders
    • Coupons
    • Impulse buys
    • Layout of store/shelf placement
d. Practice unit pricing/cost per serving
    • Interpret package information
e. Discuss national brands versus store brands
f. Compare and contrast the use of convenience foods in relation to nutrition, use of time and money.

Objective 11: Read and interpret food labels as it applies to nutritional value.
a. Identify the components of a food label
    • Nutritional facts

- Ingredient list in order of amount
- Daily % values
- Serving size

b. Food label terms
- Low in
- Reduced, less, or fewer
- Good source of
- Organic and natural
- High source of fiber
- Juice, 100%
- Sell date, use by date, open dating, expiration date

STANDARD 7
Demonstrate food preparation techniques and nutrition of yeast breads and pastries.

Objective 1: Identify and prepare yeast breads.

Objective 2: Identify the classes of breads: rolls, loaves, deep-fat fried.

Objective 3: Identify ingredients in yeast breads and their functions.
a. Flour
b. Yeast
c. Liquid
d. Salt
e. Sugar
f. Fat
g. Eggs

Objective 4: Identify the food science principles of yeast breads.
a. Fermentation
b. Kneading
c. Proofing
d. Shaping
e. Baking/oven spring

Objective 5: Identify and prepare pies/tarts (pie shell, single, double).

Objective 6: Identify main ingredients and their functions.
a. Flour
b. Fat
c. Salt
d. Water

Objective 7: Storage and Handling of pastries.
a. Cream/custard pies/refrigerate
b. Savory pies/refrigerate
c. Fruit pies

Objective 8: Review the nutrients found in breads and incorporate guidelines from MyPlate.

STANDARD 8
Demonstrate food preparation techniques and nutrition of meats and poultry.

Objective 1: Identify and prepare meats and/or poultry product(s).

Objective 2: Identify lean vs. fatty cuts of meats and poultry.

a. Trimming excess fat
b. White meat vs. dark meat
c. Lean cooking methods (roast, broil, grill)

Objective 3: Discuss inspection and grading of meat and poultry.

Objective 4: Discuss how bone affects serving size.
a. ¼ lb boneless meat/person
b. ½ lb moderate bone meat/person
c. 1 lb large bone(turkey)/person

Objective 5: Identifying and apply proper cooking temperatures to meats.

Objective 6: Match appropriate cooking methods dry vs. moist
a. Braise – moist/less tender cuts
b. Slow cooking – moist/less tender cuts
c. Broil – dry/tender cuts
d. Grill – dry/tender cuts
e. Roast – dry/tender cuts
f. Sauté – dry/tender cuts

Objective 7: Review the nutrients found in meats and incorporate guidelines from MyPlate.

STANDARD 9
Define and utilize culinary vocabulary.
a. Bacteria
b. Clean and sanitized
c. FIFO – first in first out
d. Pathogens
e. Mise en place
f. yield
g. blanching
h. braising
i. broiling
j. grilling
k. roasting
l. sauté
m. stir frying
n. Bechamel mother sauce
o. Veloute mother sauce
p. Espagnole mother sauce
q. Tomato mother sauce
r. Hollandaise mother sauce
s. Mirepoix
t. Roux
u. Stock
v. Caramelization
w. Al dente
x. Legumes
y. Cross-contamination
z. Danger zone
aa. Salmonella
bb. E-coli
cc. Botulism