

## Crawford Central School District

### FOODS III - CJSH

Grades: 9-12

**Course Description:** This course begins with a review of kitchen safety and sanitation practices. Instruction builds on student knowledge of the fundamentals and principles of the art of cooking and the science of baking to create family meals, execute more advanced recipes, and start a cottage business.

**Core textbook:** Guide to Good Food: Nutrition and Food Preparation

#### **Pennsylvania Core Standards:**

11.3.3. A. Know the production steps that a food travels from the farm to the consumer.

11.3.3. B. Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).

11.3.3. C. Explain the importance of eating a varied diet in maintaining health.

11.3.3. D. Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.

11.3.3. E. Define energy-yielding nutrients and calories.

11.3.3. F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

11.3.6. A. Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated).

11.3.6. B. Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).

11.3.6. C. Analyze factors that affect food choices.

11.3.6. D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.

- 11.3.6. E. Explain the relationship between calories, nutrient, and food input versus energy output; describe digestion.
- 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures.
- 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation.
- 11.3.9 A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
- 11.3.9 B. Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in food.
- 11.3.9 D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol, and heart disease; folate and birth defects; sodium and hypertension).
- 11.3.9 E. Analyze the energy requirements, nutrient requirements, and body composition for individuals at various stages of the life cycle
- 11.3.9 F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
- 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.
- 11.3.12. B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).
- 11.3.12. C. Evaluate sources of food and nutrition information.
- 11.3.12. F. Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
- 11.3.12. G. Analyze the relevance of scientific principles to food processing, preparation, and packaging.

**National Standards for Family and Consumer Sciences Education**

Content Standards

Competencies

8.2 Demonstrate food safety and sanitation procedures.

8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.2.2 Employ food service management safety/sanitation program procedures.

**Unit Title:** Beginning of Year Kitchen Clean-Up

**Time:** August/September

**Essential Questions:** How do I maintain a clean kitchen?

**Resources:** District textbooks, software, demonstration videos, hand-outs

| <b>Content</b>                                      | <b>Skills</b>  | <b>Vocabulary</b>   | <b>Assessment</b> | <b>Standards</b>                            |
|---|--|---|-------------------|---|
| Review of kitchen sanitation and cleaning practices | Sanitizing Surfaces<br><br>Proper cleaning of tools and equipment<br><br>- Dishwashing | Abrasive cleaners<br><br>Sanitize<br><br>Bacterial growth | Chore Chart       | PA Core Standards<br><br>National Standards |

**Unit Title:** Kitchen Safety Refresher

**Time:** September

**Essential Questions:** Can you describe a safe and sanitary kitchen environment?  
What conditions increase the risk of food-borne illness?  
Why is cross-contamination a hazard?  
What actions can a person take to handle food safely?

**Resources:** District textbooks, software, demonstration videos, hand-outs

| Content              | Skills  | Vocabulary   | Assessment                             | Standards   |
|----------------------|---|--|--|---|
| Food-borne Illnesses | <ul style="list-style-type: none"> <li>- Discuss food sanitation and safety principles necessary when working in the kitchen.</li> <li>- Identify sources of Foodborne Illnesses</li> <li>- Identify harmful pathogens - viruses, bacteria, or molds.</li> <li>- Recognize the top ten most common pathogens</li> <li>- List ways to prevent foodborne illness               <ul style="list-style-type: none"> <li>○ Washing hands</li> <li>○ Rinsing vegetables and fruits</li> <li>○ Preventing cross-contamination</li> <li>○ Cooking foods to safe internal temperatures</li> <li>○ Storing foods safely: Fight BAC!® [ clean, separate, cook, and chill]</li> </ul> </li> </ul> | Foodborne illness<br><br>Pathogens<br><br>Cross-contamination<br><br>Danger Zone<br><br>Time & Temperature Abuse | Hand-outs<br><br>Informal observation  | PA Core Standards<br><br><br><br>National Standards |
| Personal Hygiene     | <ul style="list-style-type: none"> <li>- Proper handwashing</li> <li>- Cross-contamination</li> <li>- Injuries/bandages</li> <li>- Aprons &amp; clean clothing</li> <li>- Gloves &amp; hairnets</li> <li>- Illnesses</li> </ul>   | Cross-contamination<br><br>Bacteria<br><br>Virus   | Demonstration videos<br><br>Discussion | PA Core Standards<br><br>National Standards         |

|                                |   |   |  |   |
|--------------------------------|---|---|--|---|
| Physical Safety in the Kitchen | - List ways to prevent safety hazards while working in the kitchen.<br><br>- Demonstrate appropriate procedure in the kitchen to prevent accidental injury. |   | Demonstration videos<br><br>Discussion | PA Core Standards<br><br>National Standards |
| Maintaining a Clean Kitchen    | Sanitizing Surfaces<br><br>Proper cleaning of tools and equipment<br><br>Dishwashing  | Abrasive cleaners<br><br>Sanitize<br><br>Bacterial growth | Demonstration videos<br><br>Discussion | PA Core Standards<br><br>National Standards |

**Unit Title:**                      SEASONAL FOODS – Tomatoes & Peppers

**Time:**                                September

**Essential Questions:**                      What foods are in season during late August and early September?  
How can I use garden surplus?

**Resources:**                                District textbooks, classroom resources, software, demonstration videos, hand-outs

| <b>Content</b>                                  | <b>Skills</b>   | <b>Vocabulary</b>                | <b>Assessment</b>   | <b>Standards</b>                            |
|---|---|----------------------------------|---|---|
| Seasonal Vegetables<br><br>Canning & preserving | Selecting ripe vegetables and fruits<br><br>Canning methods | Processing<br><br>Hot Water bath | Salsa Fresca Lab<br><br>Amish Pepper Butter Lab<br><br>Cooking Lab rubric | PA Core Standards<br><br>National Standards |

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**Unit Title:** Cottage Businesses in PA

**Time:** September

**Essential Questions:**  
 What is a Cottage Business?  
 What are state regulations for a Cottage Business?  
 What do I need to do to start a home business?

**Resources:** handouts, classroom resources, , demonstration videos, guest speakers

| <b>Content</b>  | <b>Skills</b>   | <b>Vocabulary</b>   | <b>Assessment</b>       | <b>Standards</b>                        |
|---|---|---|-------------------------|---|
| Cottage Business defined<br>Review of PA regulations and procedures<br>Diverse preparation methods<br>Labeling requirements | Explain cottage business as it applies to food production in PA<br>List 4 steps to creating a cottage business<br>Identify 3 food products which would not be allowed in a home kitchen business<br>Entrepreneurship<br>Explain labeling requirements for home baked goods. | Limited food establishment<br>Time-and-temperature-controlled foods | Study Guides<br>Quizzes | PA Core Standards<br>National Standards |

**Unit Title:** Restaurant Review and Food Critique Writing Re-cap

**Time:** October

**Essential Questions:** Did you “set the stage”? (Describe time, place, and purpose)  
Are your descriptions detailed? (Flavors, textures, and appearance)  
Is your review impartial? (Judge the food not the person)

**Resources:** District textbooks, software, demonstration videos, hand-outs

| <b>Content</b>   | <b>Skills</b>   | <b>Vocabulary</b> | <b>Assessment</b>  | <b>Standards</b>                            |
|--|---|-------------------|--|---|
| Parts of a Food Review<br>Setting<br>Descriptors<br>Fairness | <ul style="list-style-type: none"><li>- List the key ingredients of a well-written food review.</li><li>- Peer review practices</li></ul> |                   | Written reviews of test recipes assignment<br><br>Rubric | PA Core Standards<br><br>National Standards |

**Unit Title:** Seasonal Club offerings

**Time:** October

**Essential Questions:** What are some seasonal recipes which meet our cottage industry requirements?  
Which recipes would be cost effective?  
Is there a market for these products?

**Resources:** District textbooks, software, demonstration videos, hand-outs, classroom resources

| <b>Content</b>  | <b>Skills</b>  | <b>Vocabulary</b> | <b>Assessment</b>                              | <b>Standards</b>                            |
|---|--|-------------------|--|---|
| Researching seasonal recipes<br>Creating market surveys | Developing search term skills for recipe searches<br><br>Using the table of Contents & Index in a cookbook<br><br>Conducting surveys to determine interest in potential products | Cost effective    | Peer reviews of recipes<br><br>Survey analysis | PA Core Standards<br><br>National Standards |

**Unit Title:** Recipe Contest

**Time:** October

**Essential Questions:** Which gingersnap and pumpkin dip recipes will receive the highest rating reviews?  
Which pumpkin dip and gingersnap recipes are the most cost effective?

**Resources:** Classroom resources, software, demonstration videos, hand-outs, classroom resources

| <b>Content</b>   | <b>Skills</b>  | <b>Vocabulary</b> | <b>Assessment</b>   | <b>Standards</b>                            |
|--|--|-------------------|---|---|
| Researching seasonal recipes<br>How to calculate recipe cost | Developing search term skills for recipe searches<br><br>Using the table of Contents & Index in a cookbook<br><br>Calculating recipe cost and serving cost | Cost effective    | Peer reviews of recipes<br><br>Calculating cost worksheets<br><br>Comparative Gingersnap & Pumpkin Dip labs | PA Core Standards<br><br>National Standards |

**Unit Title:** Recipe Contest

**Time:** October

**Essential Questions:** Which pumpkin roll recipes will receive the highest rating reviews?  
Which pumpkin roll recipes are the most cost effective?  
How do I make a pumpkin roll?

**Resources:** Classroom resources, demonstration videos, hand-outs

| <b>Content</b>   | <b>Skills</b>  | <b>Vocabulary</b> | <b>Assessment</b>   | <b>Standards</b>                            |
|--|--|-------------------|---|---|
| Researching seasonal recipes<br><br>How to calculate recipe cost | Developing search term skills for recipe searches<br><br>Using the table of Contents & Index in a cookbook<br><br>Calculating recipe cost and serving cost<br><br>Testing for doneness<br><br>Rolling Cake on a prepared towel | Cost effective    | Peer reviews of recipes<br><br>Calculating cost worksheets<br><br>Comparative Pumpkin Roll labs | PA Core Standards<br><br>National Standards |

**Unit Title:** Recipe Contest

**Time:** November

**Essential Questions:** Which pumpkin pie recipes will receive the highest rating reviews?  
Which pumpkin pie recipes are the most cost effective?  
What are some ways I can make pumpkin pie more decorative?

**Resources:**

Classroom resources, demonstration videos, hand-outs

| Content  | Skills   | Vocabulary                | Assessment  | Standards                               |
|--|--|---------------------------|---|---|
| Researching seasonal recipes<br>How to calculate recipe cost<br>Exploring crust art and sugared fruit garnishes on pie | Developing search term skills for recipe searches<br>Using the table of Contents & Index in a cookbook<br>Calculating recipe cost and serving cost<br>Testing for doneness<br>Rolling Cake on a prepared towel | Cost effective<br>garnish | Peer reviews of recipes<br>Calculating cost worksheets<br>Comparative Pumpkin Roll labs | PA Core Standards<br>National Standards |

**Unit Title:**Garnishes**Time:**

November

**Essential Questions:**

How can I make a relish tray “insta-worthy”

**Resources:**

Classroom resources, demonstration videos, hand-outs

| Content  | Skills   | Vocabulary | Assessment                                     | Standards         |
|--|--|------------|--|-------------------|
| Making vegetable flowers from carrots, celery, radishes, peppers | How to make a radish rose<br>How to make a carrot rose | garnish    | Garnish labs<br>Decorative relish tray contest | PA Core Standards |

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|--|---------------------|--|--|--------------------|
| Decorative cuts (crinkle cu vs straight slice) | Red Pepper blossoms |  |  | National Standards |
| Decorative arrangements                        |                     |  |  |                    |

**Unit Title:**                      Creating Baking Kits

**Time:**                                December

**Essential Questions:**            What is a baking kit?

**Resources:**                        District textbooks, software, demonstration videos, hand-outs

| <b>Content</b>                 | <b>Skills</b>  | <b>Vocabulary</b> | <b>Assessment</b>  | <b>Standards</b>                                    |
|--------------------------------|--|-------------------|--|---|
| Researching baking kit recipes | Taste test baking kit recipes<br><br>Calculate baking kit costs<br><br>Determine marketability of baking kits<br><br>Design baking kit labels & instructions | Mason Jar         | Mix in a jar lab<br><br>Mix in a Jar labeling contest rubric | PA Core Standards<br><br><br><br>National Standards |

**Unit Title:** New Year's Celebrations Around the World

**Time:** January

**Essential Questions:** What foods are eaten at New Year celebrations around the world?

**Resources:** classroom resources, demonstration videos, hand-outs

| <b>Content</b>   | <b>Skills</b>   | <b>Vocabulary</b> | <b>Assessment</b>  | <b>Standards</b>                            |
|--|---|-------------------|--------------------|---|
| Students will create a global New Year Celebration meal – each group will create a regional new year's dish and share their traditional and food at the group meal | - Identify similarities and differences in global new year celebrations and foods | Global potluck    | Cooking lab rubric | PA Core Standards<br><br>National Standards |

**Unit Title:** Valentine Treats

**Time:** February Bake Sale Fridays

**Essential Questions:** What types of foods are in a bake sale?

**Resources:** classroom resources, demonstration videos, hand-outs

| <b>Content</b>   | <b>Skills</b>   | <b>Vocabulary</b> | <b>Assessment</b>                                | <b>Standards</b>  |
|--|---|-------------------|--|-------------------|
| Students will create weekly valentine -themed baked goods and hold an in-house bake sale each Friday | Research recipes<br>Execute recipes<br>Create packaging & decorative labels | Bake<br><br>Label | Cooking lab rubric<br><br>Calculation worksheets | PA Core Standards |

|                             |                            |                            |                             |                    |
|-----------------------------|----------------------------|----------------------------|-----------------------------|--------------------|
| Calculating cost and profit | Calculate cost per serving | Calculate cost-per-serving | Bakesale cost & profit logs | National Standards |
|-----------------------------|----------------------------|----------------------------|-----------------------------|--------------------|

**Unit Title:** Irish and St. Patrick Day Themed Baking

**Time:** March

**Essential Questions:** What are some traditional Irish recipes?

**Resources:** classroom resources, demonstration videos, hand-outs

| <b>Content</b>   | <b>Skills</b>  | <b>Vocabulary</b>                                   | <b>Assessment</b>   | <b>Standards</b>                            |
|--|--|---|---|---|
| Students will research traditional Irish recipes and some St. Patrick's Day themed recipes | Hot Cross buns lab<br>Shamrock Shake lab<br>Green Eggs & Ham lab | Bake<br><br>Label<br><br>Calculate cost-per-serving | Cooking lab rubric<br><br>Calculation worksheets<br><br>Bakesale cost & profit logs | PA Core Standards<br><br>National Standards |

**Unit Title:** Spring & Easter Themed Foods

**Time:** April

**Essential Questions:** What are food traditions that we associate with Spring and Easter?

**Resources:** District textbooks, classroom resources, software, demonstration videos, hand-outs

| <b>Content</b>  | <b>Skills</b>  | <b>Vocabulary</b> | <b>Assessment</b>   | <b>Standards</b>                            |
|---|--|-------------------|---|---|
| Easter and Lent practices around the world<br><br>First day of Spring traditions around the world | Research Easter traditions around the world<br><br>Research First Day of Spring traditions around the world<br><br>Research traditional Easter foods in the US<br><br>Identify 3 different ways to color easter Eggs |                   | Easter Egg dying with rice; food coloring; and silk neck ties<br><br>Easter Bruch menu activity (+ rubric)<br><br>Deviled egg lab<br><br>Cooking Lab rubric | PA Core Standards<br><br>National Standards |

**Unit Title:** Seasonal – Fresh Fruit Recipes

**Time:** May

**Essential Questions:** What fruits are in season in May?  
What are some cost -effective and appetizing recipes for use with Spring fruits?

**Resources:** District textbooks, software, demonstration videos, hand-outs

| <b>Content</b>  | <b>Skills</b>   | <b>Vocabulary</b>  | <b>Assessment</b>                                   | <b>Standards</b>                            |
|---|---|--|---|---|
| Seasonal fruits – how to choose; how to store; how to prepare | Students will research assigned Spring fruits; tips for selecting, purchasing, and storing fruits; best recipes for the assigned fruit. Students will present research in PowerPoint format<br><br>Student-led Cooking labs with each fruit to follow | Orchard fruits<br><br>Tropical fruits<br><br>Citrus fruits | PowerPoint Project Rubric<br><br>Cooking lab rubric | PA Core Standards<br><br>National Standards |

**Unit Title:** End of Year Kitchen Clean-Up

**Time:** May/June

**Essential Questions:** What is “Spring Cleaning’?  
What are the best storage techniques for kitchens that will be uninhabited for a period?  
Are there any foods that must be disposed of to avoid spoilage?  
What are the best cleaning techniques for avoiding pest infestation?

**Resources:** District textbooks, software, demonstration videos, hand-outs

| <b>Content</b>              | <b>Skills</b>  | <b>Vocabulary</b>   | <b>Assessment</b> | <b>Standards</b>                            |
|-----------------------------|--|---|-------------------|---|
| Maintaining a Clean Kitchen | Sanitizing Surfaces<br><br>Proper cleaning of tools and equipment<br><br>- Dishwashing | Abrasive cleaners<br><br>Sanitize<br><br>Bacterial growth | Chore Chart       | PA Core Standards<br><br>National Standards |