

STATEWIDE COURSE SYLLABUS
Foods and Nutrition 1

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5824 Foods and Nutrition 1

Course Description: Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Foods and Nutrition 1 is a prerequisite for Foods and Nutrition 2. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level:

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Prerequisite: None

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: Topic: B. NUTRITION

Amount of Time:

State Standard:

B1. Integrate USDA Dietary Guidelines in planning and preparing foods to meet nutrition and wellness needs.

Indicators:

1. Determine amounts appropriate for a serving size of various foods using multiple resources.
2. Develop a nutrient dense meal plan based on current USDA guidelines.
3. Chart and analyze one day's nutrition consumption for a hypothetical student.
4. Explain the importance of relationships among eating breakfast, energy balance, and maintaining homeostasis.
5. Select appropriate food choices for different age groups and provide supporting nutritional facts.
6. Calculate individual BMI and caloric intake needs to maintain or achieve healthy weight.
7. Chart personal nutrition intake and implement an improvement plan.
8. Maintain a reflections journal including information on daily intake, weekly weight, and trends.
9. Apply decision-making principles when making consumer choices.

Amount of Time:

State Standard:

B2. Analyze nutrition and wellness plans to determine if they meet personal and family needs.

Indicators:

1. Compare and contrast nutritional needs at various ages.
2. Explain the importance of relationships among eating breakfast, energy balance.
3. Select appropriate food choices for different age groups and provide supporting nutritional facts.
4. Calculate individual BMI and caloric intake needs to maintain or achieve healthy weight.
5. Chart personal nutrition intake and implement an improvement plan.

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6. Maintain a reflections journal including information on daily intake, weekly weight, and trends.

Unit 2:Topic: C. SAFETY AND SANITATION

Amount of Time:

State Standard:

- C1. Summarize information regarding food borne illnesses.

Indicators:

1. Identify methods to reduce pathogens and increase food safety.
2. Research and explain common food-borne illnesses and their causes.

Amount of Time:

State Standard:

- C2. Implement safety and sanitation procedures.

Indicators:

1. Identify safe and unsafe food handling practices.
2. Demonstrate essential personal hygiene practices.
3. Explain the importance of wearing protective clothing.
4. Receive, prepare, store, and serve safe and sanitary foods.
5. Evaluate safe and sanitary work environment.
6. Explain the proper use of kitchen utensils and equipment.

Unit 3:Topic: D. KITCHEN WORK CENTERS

Amount of Time:

State Standard:

- D1. Explain the efficient use of time, space, utensils, and equipment.

Indicators:

1. Design a basic kitchen work center.
2. Explain the work triangle.
3. Evaluate kitchen layouts for efficiency.
4. Identify how kitchen components and special equipment promote efficiency.
5. Identify kitchen utensils and equipment.
6. Sanitize kitchen utensils and equipment.
7. Select major kitchen appliances according to work center space and design.
8. Select appliances according to efficiency of function.

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9. Prepare work centers for efficient use of time, energy, and movement.

Unit 4:Topic: E. MEAL PREPARATION

Amount of Time:

State Standard:

- E1. Demonstrate skills needed to evaluate, modify, and organize recipes.

Indicators:

1. Identify parts of a recipe.
2. Explain the characteristics for specific substitutions.
3. Analyze cooking terms, methods, and techniques in a recipe.
4. Distinguish between narrative, descriptive, formative, and standard recipes.
5. Modify the yield of a recipe.
6. Organize recipes based on identified systems.

Amount of Time:

State Standard:

- E2. Demonstrate a variety of healthy food preparation techniques.

Indicators:

1. Evaluate meal preparation work plans for efficiency.
2. Identify factors that increase and decrease nutrient quality in prepared foods.
3. Demonstrate different cooking techniques.

Unit 5:Topic: F. TABLE SERVICE AND ETIQUETTE

Amount of Time:

State Standard:

- F1. Apply written, verbal, and nonverbal etiquette suitable for various occasions.

Indicators:

1. Demonstrate correct table conversation, telephone, correspondence, introduction, and e-mail etiquette.
2. Explain general restaurant etiquette and gratuities.
3. Provide constructive feedback and reinforcement.
4. Compare cultural differences in table etiquette.

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Amount of Time:

State Standard:

F2. Demonstrate various food presentation techniques.

Indicators:

1. Plate foods applying various aesthetic methods.
2. Identify aesthetically pleasing food combinations.
3. Outline garnishing, arranging, and other presentation techniques.
4. Select dinnerware and other table appointments to enhance the appearance of prepared foods.

Amount of Time:

State Standard:

F3. Determine appropriate table settings and meal service for specific functions.

Indicators:

1. Serve meals using one or more meal service styles.
2. Design seating arrangements.
3. Identify types of dining utensils and uses.
4. Show proper set-up procedures for the food service areas.
5. Set the table properly.
6. Describe principles for designing appropriate centerpieces.

Unit 6:Topic: CAREERS

Amount of Time:

State Standard:

1. Compare occupations and preparation requirements for careers in nutrition and food service industries.

Indicators:

1. Identify occupations and careers in the areas of nutrition and food service.
2. Compare occupations and preparation requirements.
3. Demonstrate job seeking and job keeping skills.
4. Identify 21st Century Skills.

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Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Physical Science	Precalculus	Health

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

Supplies Needed:

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Classroom Expectations:

Classroom Procedures:

Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes - English, reading or language arts - World languages - Arts - Mathematics - Economics - Science - Geography - History - Government and Civics	Learning and Innovation Skills Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems Communication and Collaboration Communicate Clearly Collaborate with Others
Information, Media and Technology Skills Information Literacy Access and Evaluate Information Use and Manage Information Media Literacy Analyze Media Create Media Products ICT Literacy Apply Technology Effectively	Life and Career Skills Flexibility and Adaptability Adapt to Change Be Flexible Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams Productivity and Accountability Manage Projects Produce Results Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

If you have any questions refer to the contact information on page one. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____

Date: _____

Student Printed Name: _____

Parent Signature: _____

Date: _____

Parent Printed Name: _____