

Wilson Area School District Planned Course Guide

Title of planned course: American Foods

Subject Area: Family and Consumer Science

Grade Level: 10, 11, 12

Course Description: Food customs of the United States began with the Native Americans. They taught immigrants how to hunt, fish, and plant crops. The new settlers brought their customs and cuisine to this country. Students will examine customs, cooking techniques, traditions, and folklore of the seven regions of the United States and Canada. They will explore nutrition, healthy meal planning, baking and decorating techniques, and salads, casseroles, and soups.

Time/Credit for the Course: Half Year / 0.5 Credit

Curriculum Writing Committee: Sue Johnson

Curriculum Map

2 weeks: Safety and Sanitation

3 weeks: Nutrition

6 weeks: Food Customs of the United States and Canada

2 weeks: Healthy Menu Planning/Entertaining

3 weeks: Baking/Decorating Techniques

2 weeks: Salads, Casseroles, and Soups

Wilson Area School District Planned Course Materials

Course Title: American Foods

Textbook: Guide to Good Food, Goodheart-Wilcox Company, 2015

Supplemental Books: Contemporary Living, Goodheart-Wilcox Company, 2010, Cookbooks

Teacher Resources:

- myplate.org
- foodnetwork.com
- fda.gov
- fsis.usda.gov
- eatright.org
- aafcs.org
- ama-assn.org

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Safety and Sanitation

Time frame: 2 weeks

State Standards: 11.2.12A, 11.2.12C, 11.3.12B

Essential content/objectives: At the end of the unit, students will be able to:

- Discuss causes, symptoms, and treatment of common food borne illnesses
- List the four key steps to food safety and give examples of each
- Give examples of how following good safety practices can help prevent kitchen accidents
- Apply basic first aid measures in the home

Core Activities: Students will complete/participate in the following:

- Journal entries
- Microorganisms and you assignment
- America's Most Unwanted - project
- Character and poster pathogen creation
- Case study assignment
- Reading assignment – food borne illness
- Lab experiment – calibrate thermometers
- Kitchen safety - DVD

Extensions:

- Tour cafeteria
- Guest speaker – food service manager
- Problem solving situations
- Team building activity

Remediation:

- Tutoring
- Outlining
- Review questions/study guides
- Retests

Instructional Methods:

- Direct instruction
- Journal writing
- Small and large group discussion
- Independent research
- Internet research
- Jigsaw pairing
- Kitchen experimentation
- Projects

Materials and Resources:

- Guide to Good Food textbook
- Penn State extension information
- Kitchen materials
- Smart board
- Projector
- Chromebooks

Assessments:

- Case analysis
- Problem-solving exercises
- Questioning
- Presentations
- Observation
- Test

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Nutrition

Time frame: 3 weeks

State Standards: 11.3.12D, 11.3.12E, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Name the key nutrients, describe their functions, and list important sources of each
- Analyze the effects of various nutrient deficiencies and excesses
- Explain the processes of digestion, absorption, and metabolism

Core Activities: Students will complete/participate in the following:

- Journal entries
- Nutrition PowerPoint
- Analyze menus for nutrient shortcomings and suggest appropriate food sources to make up any deficiencies
- Make a poster that illustrates the process of digestion, absorption, and metabolism
- Fast Food Challenge
- Analyze ingredient lists on snack foods
- Research nutritionally-related health conditions
- Special Diet - small group research and presentation
- Food Labs

Extensions:

- Research the essential amino acids and identify a plant source of each
- Eatright.org – research information on antioxidants
- Guest speaker – school nurse

Remediation:

- Daily review of nutrient facts
- Tutoring
- Peer support

Instructional Methods:

- Direct instruction
- Small and large group discussion
- Internet research
- Product creation
- Oral presentation

Materials and Resources:

- Guide to Good Food textbook
- Chromebooks
- Smart Board
- Projector
- Power point/slides files
- Food labels
- Nutrition DVD

Assessments:

- Observation
- Writing assignment
- Small group presentation
- Poster creation
- Questioning
- Test

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Food Customs of the United States and Canada

Time frame: 6 weeks

State Standards: 11.3.12G, 11.3.12A, 11.3.12C

Essential content/objectives: At the end of the unit, students will be able to:

- Identify the origins of foods of the seven main regions of the United States and Canada
- Explain how geography, climate, and culture affected the development of United States and Canadian cuisine
- Prepare foods that are representative of the United States and Canada

Core Activities: Students will complete/participate in the following:

- Journal entries
- Group presentations
- Food labs
- “Clue” bags

Extensions:

- Internet research
- Map – identify regions colonized by various groups
- Problem solving situations

Remediation:

- Outlining
- Peer support
- Tutoring

Instructional Methods:

- Writing reflectively
- Charting information
- Kitchen food labs
- Large and small group discussion
- Small group presentation
- “Clue bag” review

Materials and Resources:

- Guide to Good Food textbook
- Smart Board
- Projector
- Chromebooks
- Maps
- Kitchen supplies
- Food supplies

Assessments:

- Writing assignment
- Participation
- Small group presentation
- Food lab observations
- Self-evaluation
- Class work
- Test

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Healthy Menu Planning/Entertainment

Time frame: 2 weeks

State Standards: 11.3.12E, 11.3.12F, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Plan healthy menus meeting the requirements of MyPlate
- Describe resources a meal manager can use as alternatives to time and energy
- Plan a social gathering considering the resources of money, time, and energy
- Wait on a table correctly

Core Activities: Students will complete/participate in the following:

- Journal entries
- Menu planning power point
- Evaluate menus
- Independent research on Meal Service
- Plan, Prepare, and Serve a Dinner

Extensions:

- Problem solving situations
- Menu planning graphic organizer

Remediation:

- Peer support
- Tutoring
- Study guides/worksheets
- Review game

Instructional Methods:

- Direct instruction
- Independent exercises
- Writing reflectively
- Cooperative groups
- Kitchen food labs

Materials and Resources:

- Guide to Good Food textbook
- Internet research
- Cookbooks
- Kitchen supplies
- Food supplies
- Worksheets
- Chromebooks
- Printer

Assessments:

- Questioning
- Observation
- Class work assignment
- Product creation
- Cooperative group work
- Self-evaluation
- Test

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Baking/Decorating Techniques

Time frame: 3 weeks

State Standards: 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Describe how to select and store baked goods
- Identify the functions of ingredients in baked products
- Prepare quick breads and yeast breads

Core Activities: Students will complete/participate in the following:

- Journal entries
- Leavening agent experiment
- Ingredients power point
- Prepare various quick breads
- Yeast dough demonstration
- Prepare a yeast dough
- Practice decorating techniques

Extensions:

- Problem solving situations
- Student demonstrations
- Yeast dough flowchart

Remediation:

- Review steps
- Peer support
- Tutoring
- Retest

Instructional Methods:

- Direct instruction
- Demonstration
- Large and small group discussion
- Writing reflectively
- Kitchen food labs
- Independent research

Materials and Resources:

- Guide to Good Food textbook
- DVD
- Kitchen supplies
- Food supplies
- Worksheets

Assessments:

- Observation
- Self-evaluation
- Class work
- Product creation
- Questioning

Curriculum Scope and Sequence

Planned Course: American Foods

Unit: Salads, Casseroles, and Soups

Time frame: 2 weeks

State Standards: 11.3.9A, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Explain how to prepare salad ingredients and assemble a salad.
- List the basic ingredients in a casserole.
- Prepare nutritious salads, casseroles, and stock-based soups.
- Distinguish among herbs, spices, and blends.

Core Activities: Students will complete/participate in the following:

- Journal entries
- Salad PowerPoint
- Counting food groups - MyPlate
- Food Science - tearing greens/cutting greens
- Compare Salad Dressings - full fat, low fat, and fat free
- Research a recipe for each type of salad
- Identify protein, vegetable, starch, and sauce - casserole recipes
- Herb and spice strength test
- Food Labs

Extensions:

- Guest Speaker - caterer - garnishes
- Leafy Greens Council - compare various salad greens
- Research why spices are irradiated

Remediation:

- Tutoring
- Peer support
- Review games
- Outlining

Instructional Methods:

- Journal writing
- Direct instruction
- Small and large group discussion
- Lab experiments
- Internet research
- Cooperative groups

Materials and Resources:

- Guide to Good Food Book textbook
- Chromebooks
- Smart Board
- Projector
- Kitchen equipment
- Food supplies

Assessments:

- Observation
- Questioning
- Writing assignment
- Demonstrations
- Self-evaluation
- Projects
- Presentation
- Participation
- Test