

**Introduction to Foods** (*Master*)

Teacher: Julie Read

**September 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
----------------	---------------	-------------------------	-------------------	-----------------------------------

**CEQ:**  
**• HOW DOES FOOD PREPARATION AND NUTRITION AFFECT THE WELL-BEING OF INDIVIDUALS, FAMILIES AND SOCIETY?**

Minnesota Fundamentals of Food Preparation Framework.  
 MFFP 3.6  
 Minnesota Culinary Arts and Hospitality Framework.  
 MCAH 1.5  
 MCAH 1.7  
 MCAH 1.10  
 National FCS Standard 13.5.1

*UEQ:*  
 • *Other than satisfying hunger, how does food affect daily life?*

**A. Food Affect Life**

www.curriculummapper.com

**Course Core Learning Targets:**

CCLT1: I can organize tasks and carry out lab duties.  
 CCLT2: I will use safe food handling practices to prevent cross contamination while preparing my recipe.  
 CCLT3: I can perform a variety of cooking methods.  
 CCLT4: I will use proper measurement techniques.  
 CCLT5: I can use safe handling preparation techniques while making various foods.  
 CCLT6: I can demonstrate proper techniques for hand washing hygiene and kitchen sanitation.  
 CCLT7: I can select foods that promote a healthy lifestyle.  
 CCLT8: I will work to maintain a positive and respectful lab group environment.

<p>A1: Food Affects Life</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What are the safety concerns in the kitchen?</i></li> <li>• <i>How can injuries be prevented in the kitchen?</i></li> <li>• <i>What are food borne illnesses and how can they be prevented?</i></li> <li>• <i>What sanitation methods are used to keep a kitchen clean?</i></li> </ul> <p><b>B. Kitchen Safeguards</b>  B1. Kitchen/Lab Safety  B2. Food Safety  B3. Sanitation practices</p> <p><b>Standards</b>  Minnesota Fundamentals of Food Preparation Framework.  MFFP 2.1  MFFP 2.2  MFFP 2.3  MFFP 2.4  Minnesota Culinary Arts and Hospitality Framework.  MCAH 1.1  MCAH 1.7  Minnesota Nutrition Wellness</p>	<p><b>A. Food Affect Life</b>  A1: Describe factors that affect the food supply.  A1: Identifies the influences on food choices</p> <p><b>B. Kitchen Safeguards</b>  B1. Exhibits appropriate kitchen safety practices during food labs.  B2. Identifies potential food hazards, sources and symptoms of foodborne illness and practices strategies to prevent foodborne illness.  B3. Employs appropriate sanitation practices to prevent cross-contamination of potential sources of foodborne illness.</p>	<p><b>A. Food Affect Life</b>  A1: I can the factors that affect the food supply  A1: I identify the influences on food choices; physical, social, and psychological</p> <p><b>B. Kitchen Safeguards</b>  BLT1: I can be safe in the kitchen.  BLT2: I can identify safe kitchen equipment.  BLT3: I can demonstrate safe use of kitchen equipment.  BLT4: I can identify 6 current food borne illnesses, symptoms, causes/sources, prevention and treatment.  BLT5: I can identify the growing conditions required by food borne</p>	<p><b>A. Food Affect Life</b>  A1. Beauty and Feast DVD worksheet  A1. 5,4,3,2,1 plus 8 DVD worksheet  A1. Chapter 1 Questions</p> <p><b>B. Kitchen Safeguards</b>  B1. Kitchen Safety PP Notes  B1 &amp; A3. Food Lab Procedure PP Notes  B1 &amp; B3. Handwashing activity  B1. Safety worksheet  B2-B3.  B2-B3. Food Safety and Sanitation PP Notes  B1-B3. Chapter 2 Questions  B1-B3. Food Lab Evaluation</p>	<p><b>A. Food Affect Life</b>  A1. Beauty &amp; Feast DVD  A1. 5,4,3,2,1 plus 8 DVD  A1. Guide to Good Food - Chapter 1</p> <p><b>B. Kitchen Safeguards</b>  B1. Kitchen Safety PP  B1 &amp; A3. Food Lab Procedure PP  B2-B3. Food Safety and Sanitation PP Notes  B1-B3. Guide to Good Food - Chapter 2</p> <p>Vocabulary:  Foodborne illness  contaminant  sanitation  cross-contamination</p>
--	---	---	--	---

<p>MNW 4.1 MNW 4.2 MNW 4.5 MNW 4.6 MNW 5.1 MNW 5.2 MNW 5.3 MNW 5.4</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Why is accurate measuring important in cooking?</i></li> <li>• <i>How does math apply to cooking?</i></li> <li>• <i>How do you follow and read a recipe?</i></li> </ul> <p><b>C. Kitchen Measuring and Math</b></p> <p>B1. Measuring techniques, abbreviations and equivalents B2. Math in the kitchen B3. Reading a recipe B4. Adjusting a recipes</p> <p>Standards/Frameworks: Minnesota Fundamentals of Food Preparation Framework. MFFP 3.2</p>	<p><b>C. Kitchen Measuring and Math</b></p> <p>B1. Describe various techniques for measuring different items, identify abbreviations for different measurements and using equivalents for recipe conversion. B2. Utilize basic math skills to convert recipes and manage time.</p>	<p>illnesses. BLT6: I can clean my refrigerator and stove to ensure food safety.</p> <p><b>C. Kitchen Measuring and Math</b></p> <p>BLT1: I can use correct abbreviations and measurement techniques. BLT2: I can manage my time in the kitchen BLT3: I can follow a recipe BLT4: I can use math skills for recipe changes</p>	<p>CFS: B1. Cleaning Stove &amp; Refrigerator B1-3. Food Lab:Puppy Chow B1-3. Food Lab: School Fuel Mix B1&amp;3. Quiz: Written Kitchen Procedure B1&amp;3. Lab Quiz: Lab procedure</p> <p>CSA = Safety and Sanitation Test</p> <p><b>C. Kitchen measuring and Math</b></p> <p>B1-4.Chapter 11 Questions B1-4. Chapter 11 Worksheets B1-4: Everyday Math in the Kitchen video listening guide. B1-4. Kitchen Equivalents and Measurement PP Notes B2-B4. Mystery Snack - home project</p>	<p><b>C. Kitchen Measuring and Math</b></p> <p>B1- 4. Guide to Good Food Chapter 11 B1-4 DVD "Everyday Math in the Kitchen" B1-4. Kitchen Equivalents and Measuring PP</p> <p><b>Vocabulary:</b> Recipe Yield</p>
---	--	--	---	---

<p>MFFP 3.3 Minnesota Culinary Arts and Hospitality Framework MCAH 3.1 8.4 MCAG 3.2 8.4</p>	<p>B3. Understand the different components of a recipe and food preparation terminology used to follow a recipe. B4. Able to manipulate fractions to change various recipe yields.</p>		<p><b>CFA:</b> B2. Math in Foods worksheets B1-4. Evaluate a Recipe computer activity B1-4. Recipe Reading Assignment B1-4. Lab: Fat comparison in Sugar Cookies. B1-4. Lab: Pizza Bread  <b>CSA</b> =Test Kitchen Math and Measurements</p>	<p>Measure</p>
---	--	--	--	----------------

**October 2014**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Why is accurate measuring important in cooking?</i></li> <li>• <i>How does math apply to cooking?</i></li> <li>• <i>How do you follow and read a recipe?</i></li> </ul> <p><b>C. Kitchen Measuring</b></p>				

<p><b>and Math</b></p> <p>C1. Measuring techniques, abbreviations and equivalents  C2. Math in the kitchen  C3. Reading a recipe  C4. Adjusting a recipes</p> <p>Standards/Frameworks:</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Plan nutritious menus using meal patterns based on MyPlate.</i></li> <li>• <i>Plan menus with an appealing variety of flavors, colors, textures, shapes, sizes and temperatures.</i></li> </ul> <p><b>D: Meal Planning and Grocery Shopping</b></p> <p>D1. Planning nutritious</p>	<p><b>C. Kitchen Measuring and Math</b></p> <p>C1. Describe various techniques for measuring different items, identify abbreviations for different measurements and using equivalents for recipe conversion.  C2. Utilize basic math skills to convert recipes and manage time.  C3. Understand the different components of a recipe and food preparation terminology used to follow a recipe.  C4. Able to manipulate fractions to change various recipe yields.</p> <p><b>D: Meal Planning and Grocery Shopping</b></p>	<p><b>C. Kitchen Measuring and Math</b></p> <p>CLT1: I can use correct abbreviations and measurement techniques.  CLT2: I can manage my time in the kitchen  CLT3: I can follow a recipe  CLT4: I can use math skills for recipe changes</p>	<p><b>C. Kitchen measuring and Math</b></p> <p>C1-4.Chapter 11 Questions  C1-4. Chapter 11 Worksheets  C1-4: Everyday Math in the Kitchen video listening guide.  C1-4. Kitchen Equivalents and Measurement PP Notes  C2-C4. Mystery Snack - home project</p> <p><b>CFA:</b>  C2. Math in Foods worksheets  C1-4. Evaluate a Recipe computer activity  C1-4. Recipe Reading Assignment  C1-4. Lab: Fat comparison in Sugar Cookies.  C1-4. Lab: Pizza Bread</p> <p><b>CSA</b> =Test Kitchen Math and Measurements</p> <p><b>D: Meal Planning and Grocery Shopping</b></p>	<p><b>C. Kitchen Measuring and Math</b></p> <p>C1- 4. Guide to Good Food Chapter 11  C1-4 DVD "Everyday Math in the Kitchen"  C1-4. Kitchen Equivalents and Measuring PP</p> <p><b>Vocabulary:</b>  Recipe  Yield  Measure</p> <p><b>D: Meal Planning and Grocery Shopping</b></p>
--	---	--	---	--

<p>meals D2. Smart grocery shopping</p> <p>Standards/Frameworks Minnesota Fundamentals of Food Preparation Framework. MFFP 3.1 MFFP 3.4 MFFP 3.5 Minnesota Nutrition Wellness MNW 2.4 MNW 4.4 MNW 4.5 MNW 4.6</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What nutrients do grains provide for the body?</i></li> <li>• <i>What are the different parts of the grain?</i></li> <li>• <i>What are the different types of grain products?</i></li> <li>• <i>How should grains be stored and prepared?</i></li> </ul> <p><b>E: Grain Group</b> E1. Parts of the various</p>	<p>D1. Identify a nutritious meal D1. Understand quick fixes when preparing meals. D2. Aware of grocery store layouts and advertising strategies.</p> <p><b>E: Grain Group</b> E1. Label parts of the cereal grains, identify their function and nutrients. E2. Identify serving sizes of grains according to MyPyramid. E3. Analyze storage of whole grains and their products.</p>	<p><b>D: Meal Planning and Grocery Shopping</b></p> <p>DLT1: I can plan a nutritious meal for my family DLT1: I can fix simple problems when preparing a meal. DLT2: I will be able to shop for groceries.</p> <p><b>E: Grain Group</b> ELT1: I can label the parts of the grain kernel and identify key nutrients. ELT2: I can properly store grain products. ELT3: I can prepare</p>	<p>D1. Meal Planning Lecture D1. How to Fix Dinner D2. How Stores Trick You Into Spending More Money D2. Aisles of Persuasion DVD and Listening Guide</p> <p><b>CFA:</b> D1. Meal Planning Assignment D2. Grocery Shopping Simulation D1-2. Lab: Chicken Broth &amp; Chicken Soup</p> <p><b>CSA:</b> Home Meal Project</p> <p><b>E: Grain Group</b> E1-E3. Grain Unit 12 Lecture Notes E1-E3. Chap 12 questions E1: Flour Types worksheet</p> <p><b>CFA:</b></p>	<p>D1. Guide to Good Food Chapter 10 D1. Meal Planning Lecture PP D1. How to Fix Dinner article D2. How Stores Trick You Into Spending More Money D2. Aisles of Persuasion DVD</p> <p><b>Vocabulary:</b> Menu Convenience food Budget Finished food Semi Prepared food</p> <p><b>E: Grain Group</b> E1-E3. Guide to Good Food Chapter 13 E1-E3. Grain Unit PP E1. Science of Good Foods - Flour E1-3. Videos on Wheat/Flour (links in shared folder)</p>
---	--	--	--	--

<p>cereal grains E2. Nutrients provided E3. Serving sizes E4. Preparation and storage</p> <p>Standards/Frameworks: Minnesota Fundamentals of Food Preparation Framework. MFFP 3.1 MFFP 3.2 Minnesota Culinary Arts and Hospitality Framework MCAH 5.1 MCAH 5.3 MCAH 6.1</p>	<p>E4. Prepare and taste a recipe made from grain products.</p>	<p>various grain products.</p>	<p><b>CSA:</b> E4. Foods Lab = Cinnamon/caramel rolls and English Muffin Bread made with different flours</p>	<p><b>Vocabulary:</b> Cereal Kernel Bran Endosperm Germ Whole grain Refined Enriched Starch</p>
---	---	--------------------------------	---	---

**November 2014**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>•What nutrients do fruits and vegetables provide for the body?</li> <li>•What are the different types and classifications of fruits and vegetables?</li> <li>•How do you determine what the correct serving size of fruits and vegetables should be according to MyPyramid?</li> <li>•How should fruits and vegetables be prepared and</li> </ul>				



<p><i>stored?</i></p> <p>•<i>What are some unique ways to encourage the eating of fruits and vegetables?</i></p> <p><b>F: Fruits and Vegetables</b>  F1. Classification and types  F2. Nutrients provided  F3. Serving sizes  F4. Preparation and storage</p> <p>Standards/Frameworks:  Minnesota Fundamentals of Food Preparation Framework.  MFFP 3.1  MFFP 3.2  Minnesota Culinary Arts and Hospitality Framework  MCAH 5.1  MCAH 5.3  MCAH 6.1</p> <p><i>UEQ:</i></p> <p>•<i>What nutrients do dairy products provide for the</i></p>	<p><b>F: Fruits and Vegetables</b>  F1. Classify fruits and vegetables according to various methods used.  F2. Identify nutrients found in fruits and vegetables and their functions.  F2. Compare nutrients found in fruits and vegetables  F3. Identify serving sizes of fruits and vegetables according to MyPyramid  F4. Recognize proper storage of fruits and vegetables.  F1-4. Prepare and taste products containing fruits and vegetables.</p>	<p><b>F: Fruits and Vegetables</b>  FLT1: I can classify fruits and vegetables  FLT2: I can identify nutrients found in various fruits and vegetables.  FLT3: I can recognize proper selection and storage for fruits and vegetables.  FLT4: I can prepare fruits and vegetables.</p>	<p><b>F: Fruits and Vegetables</b>  F1-4. Fruit and vegetable lecture Notes  F1-4 Fruit or vegetable informational powerpoint or poster presentation.</p> <p><b>CFA:</b>  F1-4. Fruit and vegetable pizza lab</p> <p><b>SFA:</b> Fruit or vegetable informational powerpoint or poster presentation.</p>	<p><b>F: Fruits and Vegetables</b>  F1-2. United streaming videos and clips  F1-2. Video Clips (found in shared folder)  F1-4. Chap 14 Vegetables and Chap 15 Fruits "Guide to Good Food"</p> <p><b>Vocabulary:</b>  carotene      legumes  crisp-tender      bulbs  stems      fruits  seeds      leaves  tubers      roots  chlorophyll      flavonoids  anthocyanin      Flowers  berries      drupes  pomes      citrus fruits  melons      tropical  fruits  underripe fruit  Immature fruit  enzymatic browning</p>
---	---	---	--	---

<p><i>body?</i></p> <ul style="list-style-type: none"> <li>•How do you determine what the correct serving size of dairy should be according to MyPyramid?</li> <li>•What are the different types of dairy products?</li> <li>•What are the different types of dairy substitutes?</li> <li>•How should dairy products be stored?</li> <li>•How can dairy products be prepared, served and cooked?</li> </ul> <p><b>G. Dairy Products</b></p> <p>G1. Classifications and types G2. Nutrients provided G3. Serving sizes G4. Preparation and storage</p> <p>Standards/Frameworks: Minnesota Fundamentals of Food Preparation Framework. MFFP 3.1 MFFP 3.2 Minnesota Culinary Arts and Hospitality Framework MCAH 5.1 MCAH 5.3 MCAH 6.1</p>	<p><b>G. Dairy Products</b></p> <p>G1. Define and identify the many dairy products. G2 List the nutrients provided by all dairy products. G3. Identify serving sizes of dairy products according to MyPyramid. G4. Understand the principles of cooking with dairy products. G4. Recognize proper storage and selection of dairy products.</p>	<p><b>G. Dairy Products</b></p> <p>GLT1: I can identify the main dairy products. GLT2: I can list the provided by all dairy products. GLT3: I can follow the principles of cooking with dairy products. GLT4: I can properly select and store dairy products.</p> <p><b>H. Eggs</b></p>	<p><b>G. Dairy Products</b></p> <p>G1-4. Dairy Products Lecture Notes G1-4. Chap 16 questions &amp; worksheets</p> <p><b>CFA:</b> G1-4 Lab: Dairy products</p>	<p><b>G. Dairy Products</b></p> <p>G1-4 United streaming videos and clips G1-4 Video clips (found in shared folder) G1-4 Chap 16 Dairy "Guide to Good Food"</p> <p><b>Vocabulary:</b> pasteurization scum homogenization curdling milk fat scorching milk solids white sauce roux</p> <p><b>H. Eggs</b></p>
---	--	---	--	---

<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>•What nutrients do eggs provide for the body?</li> <li>•What is the structure of an egg.</li> <li>•How are eggs graded?</li> <li>•What are the various functions of eggs in food products?</li> <li>•How are eggs products prepared, served and cooked?</li> <li>•How are eggs stored?</li> </ul> <p><b>H. Eggs</b> H1. Classification and grading of eggs H2. Egg structure. H3. Nutrients provided H4. Function of eggs H5. Preparation and storage of eggs</p> <p>Standards/Frameworks: Minnesota Fundamentals of Food Preparation Framework. MFFP 3.1 MFFP 3.2 Minnesota Culinary Arts and Hospitality Framework</p>	<p><b>H. Eggs</b> H1. Describe the way eggs are classified and graded. H2. Describe the parts of an egg H3. List the nutrients provided by eggs H4. Describe the functions of eggs (eg. color, thickener, leavener, to bind, etc.) H4. Understand the principles of cooking with eggs as well as the many methods. H5. Recognize proper storage and selection of eggs.</p> <p><b>I. Meat Unit:</b> I1. Identify the different meat cuts and the different groups (beef, pork, sheep, poultry, fish and shellfish) I2. List the nutrients provided by meats.</p>	<p>HLT1: I can recognise different classifications of eggs. HLT2: I can describe the parts of an egg. HLT3: I can list nutrients found in eggs. HLT4: I can use eggs according to their various functions. HLT5: I can cook eggs using various methods. HLT6: I can properly select and store eggs.</p> <p><b>I Meat Unit:</b> ILT1: I can identify the different types meat and their retail cuts. ILT2: I can identify the essential nutrients in meats. ILT3: I can cook various meats and meat products</p>	<p><b>H. Eggs</b> H1-5. Eggs Lecture Notes H1-2 Eggs 101 DVD &amp; What I Know About Egg Production T chart. H1-4 Chap 17 questions and worksheets</p> <p><b>CFA:</b> H1-5. Lab cooking with Eggs</p> <p><b>I. Meat Unit:</b> I1-4 Meat, Poultry and Fish Lecture Notes I1-4. Meat, Poultry and Fish worksheets</p> <p><b>CFA;</b></p>	<p>H1-2. Eggs 101 DVD H1-4. Chap 17 Eggs "Guide to Good Food"</p> <p><b>Vocabulary</b> emulsion weeping coagulum yolk temper</p> <p><b>I. Meat Unit:</b> I1-4 Cheeseburger and Fries, Food Tech History Channel I1-4. Meat Videos (in shared folder) I1-4 Chap 18 Meat, Chap 19 Poultry and Chap 20</p>
--	---	---	--	---

<p>MCAH 5.1 MCAH 5.3 MCAH 6.1</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>•What Nutrients do meats provide for the body?</li> <li>•How do you determine what the correct serving size of meat should be according to MyPyramid?</li> <li>•What are the different cuts and types of meat in the meat group?</li> <li>•How should meat be stored and prepared?</li> </ul> <p><b>I. Meat Unit:</b></p> <p>I1. Classification and types of meat in the meat group I2. Nutrients provided I3. Serving sizes I4. Preparation and storage of meat products</p>	<p>I3. Identify serving sizes of all meats according to MyPyramid. I4. Understand the principles of cooking with meat and meat products. I4. Recognize proper storage and selection of meat and meat products.</p> <p><b>J. Careers</b> J1. Identifying the different jobs available.</p>	<p>using the proper cooking method. ILT4: I can properly select and store meat and meat products.</p> <p><b>J. Careers:</b> JLT1: I can identify different jobs in the food industry.</p>	<p>I1-4: Lab Meats</p> <p><b>CSA:</b> Meat Presentation/Poster Project</p> <p><b>J. Careers</b> J1. Presentation by Chefs from area colleges.</p> <p><b>CFA:</b></p> <p><b>CSA:</b> Careers research and presentation</p>	<p>Fish and Shellfish "Guide to Good Food"</p> <p><b>Vocabulary:</b> meat marbling wholesale cut retail cut poultry finfish shellfish lean fish fat fish crustacean mollusk</p> <p><b>J. Careers</b> J1. Chefs from Arts Institute presenting to class. J1. Chap 26 Investigating Careers "Guide to Good Food"</p> <p><b>Vocabulary:</b> transferable skills career clusters</p>
---	---	---	---	--

UEQ:

- What careers are offered in the food industry?
- Is there a wide range of careers in the food industry?

**J. Careers**

J1. Types of job available