

# *Food and Nutrition*

## Course Syllabus



### **Supervising Teacher**

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### **Course Description:**

**Food and Nutrition: 2 semesters                      2 credits                      grades 9-12**

***\*prerequisite of Young Living or Teen Living required***

Food and Nutrition is a beginning course designed to address nutrition and personal lifestyle. Content emphasis includes food safety and sanitation, food preparation techniques, meal management skills, consumer skills, etiquette, nutrition, health, and career options in nutrition and related fields.

### **Recommended Textbook Options:**

Glencoe: Food for Today-*9<sup>th</sup> edition*, or Glencoe: Discovering Food and Nutrition-*7<sup>th</sup> edition*

### **Recommended Supplemental Materials or Software:**

Food and Nutrition Course Activity Guide **required** for lab activities and anchor assignments. Available free of charge at:

<http://www.pte.state.id.us/FamilyandConsumer/FACSCurriculum.htm>

*Optional supplements include:*

*Glencoe: Food for Today Student Activity Manual, SE/TE*

*Glencoe: Discovering Food and Nutrition Workbook, SE/TE*

*Glencoe: Nutrition and Wellness Student Activity Manual, SE/TE*

### **Supplies or Equipment:**

Students must have access to a fully equipped kitchen and food supplies needed for cooking labs.

### **End of Course Assessment:**

Food and Nutrition has 8 anchor assignments required for course completion.

### **Course Evaluation:**

40% of the course grade is determined from anchor assignments and the remaining 60% of the grade is daily work assignments determined by the parent.

## Pacing Guide

The topics and standards for this course have been divided between the two semesters.

Semester 1(Fall)	Semester 2 (Spring)
Evaluate Factors affecting Individual and Family Food Choices	Demonstrate the Preparation of Nutritious Foods for Individuals and Families
Analyze Nutrition, Health and Wellness Practices Across the Life Span	Analyze Career Options Within Nutrition, Foods and Related Fields
Employ Food Laboratory Management Techniques	
Demonstrate the Management of Food for Individuals and Families	

In order to fulfill this pacing requirement, the recommended texts have been broken down by chapter. Covering the chapters in the order listed will insure that all topics will be covered during the appropriate semester.

### *Glencoe: Food for Today*

Semester 1(Fall)	Semester 2 (Spring)
Unit 1, Chapters 1-4	Unit 7, Chapters 30-39
Unit 2, Chapters 5-9	Unit 8, Chapters 40-43
Unit 3, Chapters 10-13	Unit 9, Chapters 44-47
Unit 4, Chapters 14-19	Unit 10, Chapters 48-55
Unit 5, Chapters 20-23	
Unit 6, Chapters 24-29	

### *Glencoe: Discovering Food and Nutrition*

Semester 1(Fall)	Semester 2 (Spring)
Unit 1, Chapters 1-3	Unit 6, Chapters 27-36
Unit 2, Chapters 4-11	Unit 7, Chapters 37-41
Unit 3, Chapters 12-19	
Unit 5, Chapters 24-26	

### **Additional Information from the Instructor:**

*The Food and Nutrition Course Activity Guide will be emailed as an attachment or it can be found at the following website: <http://www.pte.state.id.us/FamilyandConsumer/FACSCurriculum.htm>*

*\* Anchor assignments and food lab activities are from this guide. Daily reading and coursework is from text book.*

### **I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

## **Food and Nutrition Course Standards:**

### **1. Content Standard: EVALUATE FACTORS AFFECTING INDIVIDUAL AND FAMILY FOOD CHOICES**

#### **1.01 Competency: ANALYZE FACTORS AFFECTING FOOD AND NUTRITION CHOICES**

##### PERFORMANCE INDICATORS:

1. Explore how food helps meet physical needs
2. Describe psychological factors
3. Compare social factors and influences
4. Examine the influence of personal beliefs on food choices
5. Identify monetary factors.
6. Describe how food choices are influenced by available resources and technology

#### **1.02 Competency: EXPLORE THE EFFECTS OF CULTURE AND REGION ON FOOD CUSTOMS**

##### PERFORMANCE INDICATORS:

1. Explore global food cultures
2. Explore regional food cultures

### **2. Content Standard: ANALYZE NUTRITION, HEALTH, AND WELLNESS PRACTICES**

#### **2.01 Competency: ANALYZE THE RELATIONSHIP BETWEEN NUTRITION, PHYSICAL ACTIVITY, AND HEALTH CONCERNS**

##### PERFORMANCE INDICATORS:

1. Explore the concept of total lifestyle, including physical activity in health and wellness.
2. Describe the role of nutrition in health promotion, disease prevention, and disease treatment.
3. Describe techniques for evaluating a healthy lifestyle.
4. Examine the characteristics of various eating disorders and their effects on personal health and well being.
5. Explore nutrition in fast foods.
6. Analyze various fad diets and weight control plans.

#### **2.02 Competency: EVALUATE OWN DIET AND PHYSICAL ACTIVITIES USING *MY PYRAMID***

##### PERFORMANCE INDICATORS:

1. Examine guidelines for using *My Pyramid* food guidance system and the Dietary Guidelines for Americans.
2. Identify key nutrients in relation to food nutrients.
3. Compare personal eating habits to *My Pyramid* and the Dietary Guidelines.
4. Demonstrate ways to incorporate food guides into daily food planning.
5. Develop a variety of personal food intake plans.
6. Identify physical activity recommendations.
7. Compare anaerobic and aerobic exercise.
8. Develop and implement a plan to improve personal eating habits and physical activity.

**2.03 Competency: EVALUATE NUTRIENT NEEDS, SOURCES, AND FUNCTIONS FOR INDIVIDUALS AND FAMILIES**

**PERFORMANCE INDICATORS:**

1. Identify the six major types of nutrients.
2. Identify carbohydrate sources and functions in the body.
3. Identify protein (complete and incomplete) sources and functions in the body.
4. Identify fats, their sources, functions and related health concerns.
5. Identify vitamins their sources, functions and related health concerns.
6. Identify minerals, their sources, and related health concerns.
7. Identify the functions of water in the body.

**2.04 Competency: EXPLORE OCCUPATIONS RELATED TO FOOD SCIENCE, NUTRITION-HEALTH CARE, EDUCATION, AND RESEARCH**

**PERFORMANCE INDICATORS:**

1. Research careers in food science, nutrition-health care, education and research
2. Evaluate job qualifications

**3.0 Content Standard: EMPLOY FOOD SAFETY AND SANITATION PROCEDURES**

**3.01 Competency: STUDENTS WILL DEMONSTRATE SAFETY PROCEDURES AND SANITATION TECHNIQUES**

**PERFORMANCE INDICATORS:**

1. Identify and apply sanitation rules and guidelines.
2. Identify methods that prevent food-borne illnesses and contamination.
3. Apply established safety rules and guidelines to maintain a safe working environment.
4. Identify proper first-aid procedures for cuts, burns, and electrical shock.

**3.02 Competency: EXPLORE CAREERS IN FOOD SAFETY AND SANITATION**

**PERFORMANCE INDICATORS:**

1. Analyze career paths in food safety and sanitation.
2. Evaluate Job Qualifications

**4.0 Content Standard: DEMONSTRATE THE MANAGEMENT OF FOOD FOR INDIVIDUAL AND FAMILIES**

**4.01 Competency: DEMONSTRATE MEAL PLANNING ISSUES & TECHNIQUES**

**PERFORMANCE INDICATORS:**

1. Identify factors that affect meal planning.
2. Identify eating patterns, individual needs, nutritional needs, and special dietary accommodations.
3. Plan a meal using several different budget levels.

**4.02 Competency: EXAMINE FOOD-PURCHASING TECHNIQUES**

**PERFORMANCE INDICATORS:**

1. Compare and contrast various types of grocery and prepared food outlets.
2. Set up a food spending plan.
3. Identify unit pricing and cost per serving.
4. Compare the time and financial costs of eating out, and convenience foods

versus preparing meals at home.

5. Plan meals and prepare shopping list.

#### **4.03 Competency: EXPLORE OCCUPATIONS IN FOOD MANAGEMENT AND MARKETING**

PERFORMANCE INDICATORS:

1. Research careers in food management & marketing.
2. Evaluate job qualifications.

#### **5.0 Content Standard: EMPLOY FOOD LABORATORY MANAGEMENT TECHNIQUES**

##### **5.01 Competency: IDENTIFY AND EXPLAIN THE APPROPRIATE USE AND CARE OF EQUIPMENT AND WORKSPACE**

PERFORMANCE INDICATORS:

1. Locate food preparation equipment in the laboratory.
2. Recognize the names and functions of food preparation tools & utensils.
3. Identify various types of large and small kitchen equipment.
4. Explain the selection, use, and care of equipment.
5. Select appropriate equipment for specific product preparation.
6. Demonstrate the proper use and care of equipment.
7. Identify work centers and their role in management.
8. Employ standard safety procedures when using equipment.
9. Explore future trends in food preparation technology and equipment.

##### **5.02 Competency: IDENTIFY ABBREVIATIONS, FOOD-MEASUREMENT TERMINOLOGY, YIELD ADJUSTMENTS, AND MEASURING TECHNIQUES**

PERFORMANCE INDICATORS:

1. Define food preparation terms.
2. Demonstrate the ability to follow a recipe.
3. Demonstrate basic kitchen math skills.
4. Demonstrate proper measuring and preparation techniques.
5. Practice measuring liquid, dry, and solid ingredients.
6. Demonstrate proper knife skills.
7. Practice food preparation techniques.

##### **5.03 Competency: EXPLORE THE BASIC PRINCIPLES OF MICROWAVE COOKING**

PERFORMANCE INDICATORS:

1. Demonstrate microwave cooking techniques.
2. Discuss cooking time, standing time, and ways to increase even cooking.
3. Discuss prevention of burns and exploding or splattering of food.
4. Identify appropriate cooking containers.

##### **5.04 Competency: DEMONSTRATE SKILLS TO FOSTER A POSITIVE MEALTIME ENVIRONMENT**

PERFORMANCE INDICATORS:

1. Explore the benefits of shared mealtime on family well-being.
2. Explain the importance of simple table etiquette.
3. Demonstrate a variety of table settings for different occasions.
4. Explore the benefits of positive table time communication.

5. Examine the benefit of including family members in meal planning and preparation.

**6.0 Content Standard: DEMONSTRATE THE PREPARATION OF NUTRITIOUS FOOD FOR TODAY'S INDIVIDUALS AND FAMILIES**

**6.01 Competency: EXPLORE AND PREPARE NUTRITIOUS MEALS USING FRUITS AND VEGETABLES**

PERFORMANCE INDICATORS:

1. Identify and explain the importance of fruits and vegetables in a balanced diet.
2. Review the nutritional content of various fruits and vegetables.
3. Describe guidelines for selecting fruits and vegetables.
4. Evaluate the effects of cooking techniques on nutrient retention, flavor, texture, taste, and appearance.
5. Practice preparation techniques for serving fruits and vegetables.

**6.02 Competency: EXPLORE AND PREPARE NUTRITIOUS FOODS USING BREADS, CEREALS, RICE AND PASTA PRODUCTS**

PERFORMANCE INDICATORS:

1. Identify different varieties of grain, rice, pasta and breads.
2. Explain the importance of breads, cereals, rice and pasta in a balanced diet.
3. Identify nutrients in breads, cereals, rice, and pasta products.
4. Describe guidelines for selecting breads, cereals, rice, and pasta products.
5. Prepare and evaluate various breads and other baked products.
6. Explore and prepare baking techniques for quick/sweet breads, pies, cookies.

**6.03 Competency: EXPLORE AND PREPARE NUTRITIOUS FOODS USING MEAT, POULTRY, FISH, EGGS AND LEGUMES**

PERFORMANCE INDICATORS:

1. Identify different types of meat, poultry, fish, eggs and legumes.
2. Explain the importance of meat, poultry, fish, eggs and legumes in a balanced diet.
3. Identify nutrients in meat, poultry, fish, eggs and legumes.
4. Compare and contrast various cuts of meat, poultry, and fish.
5. Evaluate the effects of various cooking methods on nutrient retention, flavor, texture, tenderness, aroma, taste and appearance.
6. Prepare egg recipes incorporating principles of protein cookery.
7. Prepare a variety of recipes using meat, poultry, fish, eggs, and legumes.

**6.04 Competency: EXPLORE AND PREPARE NUTRITIOUS FOODS USING THE DAIRY FOOD GROUP**

PERFORMANCE INDICATORS:

1. Identify different types of dairy group foods.
2. Explain the importance of the dairy group foods in a balanced diet.
3. Identify the nutritional content of various dairy group foods.
4. Describe guidelines for selecting dairy group foods.
5. Explore the functions of dairy group foods in cooking.
6. Prepare a variety of recipes using dairy group foods.
7. Evaluate the effects of cooking techniques on flavor, texture, taste, aroma, and

appearance.

**6.05 Competency: EXPLORE OCCUPATIONS IN FOOD PREPARATION AND SERVICE**

PERFORMANCE INDICATORS:

1. Investigate careers in food preparation and service.
2. Evaluate job qualifications.

**Optional Enhancement**

**Competency: DEVELOP A BUSINESS PLAN FOR STARTING A FOOD OR NUTRITION-RELATED BUSINESS**

PERFORMANCE INDICATORS:

1. Identify a variety of food and nutrition-related businesses.
2. Determine what equipment and resources are needed to start a business.
3. Identify sources of capital to fund a business.
4. Develop a marketing and/or advertising strategy.
5. Establish a customer price list for products and/or services.
6. Prepare a variety of recipes using dairy group foods.
7. Review local zoning and licensing ordinances for compliance.

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