

## ***Food Preparation and Production*** ***CIP: 19.050111***

### **Course Description:**

This is the introductory course designed to train and prepare students for a career in the Food Industry. Students will study nutrition and the basic skills and knowledge used to prepare foods for a healthy lifestyle. Students will identify and use equipment and terminology to perform entry-level tasks in the kitchen. Students will practice the proper procedures for working in a laboratory and adopt skills that are transferable to a diverse workplace. Students will work independently and in groups in a laboratory setting to prepare nutritious foods while demonstrating acceptable work ethics such as following instructions, teamwork for supervisory/co-worker relations, customer service, social acceptance, honesty, dependability, good communication. Continuous emphasis will be placed on nutrition, safety, sanitation, and technology in the classroom and laboratory. Through the application of food laboratory projects and the incorporating of academics students will be able to see the relevance and relationship of reading, writing, math and science to a successful Food Industry career.

### **Course Goals:**

Students will have a strong understanding of food preparation as well as safe food handling practices.

### **Course Objectives:**

- 1 Practice safety and sanitation when working with foods and equipment
- 2 Organize work area to maintain a safe working environment
- 3 Practice good co-workers/superior relations
- 4 Demonstrate good customer relations
- 5 Demonstrate proper handling, use, and storage of knives
- 6 Identify and properly use of cooking equipment
- 7 Correct math calculations for proper measuring and food preparation
- 8 Read, interpret, and prepare a standardized recipe
- 9 Identify careers in the Food Service Industry
- 10 Demonstrate quality control
- 11 Using technology, explore the Food Industry

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**Resources**

Kowtaluk, Helen. Discovering Food and Nutrition. New York: Glenco McGraw-Hill, 2001

Kowtaluk, Helen, and Alice Orphanos Kopan. Food for Today. New York: Glenco McGraw-Hill 2000

Bence, Deborah, and Velda L. Largen. Guide to Good Food. Tinley Park: The Goodheart-Wilcox Company, Inc. 2006

Meswane, David, Nancy R. Rue, Richard Linton, Anna Graft Williams. Food Safety Fundamentals. Upper Saddle River: Person, Prentice Hall. 2004

Rue, Nancy, Anna Graf Williams. Quick Reference to Food Safety and Sanitation. Upper Saddle River: Prentice Hall, 2003

**Technology Utilization**

**Internet:**

<http://www.world-recipes.info/>

<http://www.uen.org/Lessonplan/LPview.cgi?core=20>

<http://www.mypyramid.gov>

<http://www.dol.gov/>

“Five-Two –One-Almost None Backpack Training”; Train the Trainer Manual. Nemours Health and Prevention Services 2006

# 7125: Food Safety: Power Point presentation by Learning Zone Express. 2002

# 7126: Kitchen Safety: Power Point presentation by Learning Zone Express. 2002

Angel, Colleen “50 +Web-based Lesson Plans for Ethnic Foods” # 1160 Learning Zone Express,

## Grading Procedures

**Grades are broken down into 5 areas:** 4 per marking period plus mid-term and final grades.

1. Attendance/Participation: Students receive 1 point for being in class and 5 points a day for participating. (*Non-participation includes sleeping in class, talking during instruction, talking excessively off topic during group work, texting, talking or daydreaming during individual work.*) **Participation includes answering questions when asked during instruction, doing the group “job” assigned during group work, doing individual work at the time it is assigned during class and not saying “I’ll do it for homework” when there is class time given to work.**
2. Classwork/Homework: Students receive points equal to the number of questions assigned in the classwork/homework. Examples include 5 book questions = 5 points, a worksheet with 10 questions is 10 points.....The answers must be in complete sentences unless otherwise directed by the teacher or if it is a fill in the blank assignment. The answers must be correct and use proper grammar to get full points. One point is automatically taken off for incomplete sentences. Errors in grammar will be partial points and incorrect answers are wrong.
3. Projects and Papers: Rubrics will be included with any projects or papers assigned. There will be one paper per semester and several small individual and medium group projects throughout the year.
4. Tests & Quizzes: There will be vocabulary quizzes and one test per chapter. The teacher reserves the right to give pop quizzes to ensure reading has been done though these will be of lesser points than regular quizzes or tests. All point values for quizzes and tests will equal the number of questions.
5. Mid-Terms and Finals will be portfolio checks. This is a Portfolio course and the Portfolios count for 100 points each time they are graded. Portfolios will be organized and checked 1<sup>st</sup> and 3<sup>rd</sup> marking periods for 50 points, Mid-Term and Final for 2<sup>nd</sup> and 4<sup>th</sup> marking periods they will be graded.

## Re-do opportunities

For numbers 2, 3, & 4 students may make corrections for extra points on anything graded. All tests and quizzes (except for Mid-Terms and Finals) may be re-taken after school by appointment with the teacher for full credit.

## End of Course Assessment

The method of assessment for this course will be the portfolio and a final exam.