

*Elizabethtown Area*  
*School District*

**Advanced Foods and Nutrition**

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Name of Course

Course Number: 859

Length of Course: 1 semester

Grade Level: 9-12

Total Clock Hours: 120

Length of Period: 80 minutes

Date Written: 3/19/04

Periods per Week/Cycle: 6/6-Day Cycle

Written By: Beth Shenk

Credits: 1

Course Description:

Prerequisite: Basic Foods and Nutrition

This course continues the development of kitchen skills learned in Basic Foods and Nutrition. Recipes come more complex and include the following areas: soups/chowders, casseroles, salads, gelatin, baked goods, meats, poultry, and eggs. Foreign foods and meal patterns are studied and prepared. An emphasis is placed on nutritional needs throughout the life cycle and modified diets.

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## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Demonstrate the proper food preparation principles taught in the prerequisite course “Basic Foods.”
- B. Adjust recipes and make ingredient substitutions according to the guidelines given in class.
- C. Identify the types and causes of foodborne illnesses.
- D. Identify and practice proper food handling procedures in order to prevent foodborne illnesses.
- E. Identify the six major types of nutrients, along with the function of each.
- F. Define the types of vegetarianism.
- G. Plan nutritious vegetarian meals.
- H. Outline the nutritional needs at each stage of the life cycle.
- I. Analyze food choices when dining in a restaurant or fast food restaurant.
- J. Plan and prepare an appealing meal using effective time management techniques.
- K. Explain the purpose and methods in preparing casseroles.
- L. Explain the criteria used in the selection and storage of eggs.
- M. Apply egg cooking principles.
- N. Compare various grain products, their uses, and preparation methods.
- O. Compare the types and preparation methods of soups.
- P. Compare the six types of cookies.
- Q. Summarize the guidelines used in preparing cookies.
- R. Give examples of foods that are representative of each region of the United States.
- S. Compare the regions of the United States, including aspects such as the climate, geography, culture, and food.

T. Differentiate the methods of food preservation.

U. Explain the steps used in preserving food.

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### **II. Content**

#### Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Kitchen Basics Review	3 class periods	handouts, game materials, lab ingredients & equipment
2. Adjusting /Altering Recipes	3 class periods	handouts, textbooks, lab ingredients & equipment
3. Food Safety & Foodborne Illnesses	2 class periods	computer lab, textbooks, video, audio visuals, handouts
4. Nutrients, Nutrition Through the Life Cycle, & Modified Diets	11 class periods	handouts, textbooks, videos, audio visuals, lab ingredients & equipment, game supplies
5. Meal Planning	3 class periods	handouts, textbooks, audio visuals, reference materials, lab ingredients & equipment
6. Advanced Food Preparation: Eggs, Grains, Soups, Casseroles, Cookies	14 class periods	handouts, textbooks, videos, audio visuals, reference materials, lab ingredients & equipment
7. United States Regional Foods	6 class periods	handouts, textbooks, audio visuals, lab ingredients,

		& equipment
8. Food Preservation	4 class periods	handouts, textbooks, audio visuals, lab ingredients & equipment

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Name of Course: **Advanced Foods**

Name of Unit: **Kitchen Basics Review**

Essential Question for the Unit: **What is important to be able to cook?**

<b>Unit Objectives/EQs</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What is the meaning of various cooking terms used in recipes?	E	A	11.3.6.F
B. What are the proper procedures used in measuring various types of ingredients?	E	A	11.3.6.F
C. What is the meaning of various abbreviations used in recipes?	E	A	11.3.6.F
D. What are the names and functions of cooking equipment items?	E	A	11.3.6.F
E.			
F.			
G.			
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Name of Course: **Advanced Foods**

Name of Unit: **Recipe Alterations & Adjustment**

Essential Question for the Unit: **How important is recipe alteration in cooking?**

<b>Unit Objectives/EQs</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What are the reasons for changing a recipe?	E	B	11.3.12.D
B. What are the equivalents?	E	B	11.3.6.F
C. What are the basic strategies used to increase or decrease recipe yield?	E	B	11.3.6.F
D. What are the basic strategies for altering a recipe to improve nutritionally-related health conditions?	E	B	11.3.12.D
E. What are the effects of the product as a result of ingredient substitution?	E	B	11.3.12.D
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Name of Course: **Advanced Foods**

Name of Unit: **Food Safety & Foodborne Illness**

Essential Question for the Unit: **Are we affected by food safety?**

Unit Objectives/EQs	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the types of foodborne illnesses?	E	C	11.3.9.B
B. What are the causes of foodborne illness?	E	C	11.3.9.B
C. What proper food handling practices prevent foodborne illnesses?	E	D	11.3.6.B
D.			
E.			
F			
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Name of Course: **Advanced Foods**

Name of Unit: **Nutrients, Nutrition Through the Life Cycle, & Modified Diets**

Essential Question for the Unit: **What is essential to health and wellness?**

<b>Unit Objectives/EQs</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What are the six major types of nutrients?	E	E	11.3.6.E
B. What are the function of the six major types of nutrients?	E	E	11.3.6.E
C. What is the role of calcium in the body?	E	E	11.3.6.E
D. How much calcium does the body need?	E	E	11.3.6.E
E. What are some food preparation methods used to reduce fat in the diet?	E	E	11.3.12.F
F. What are some food preparation methods used to reduce sodium in the diet?	E	E	11.3.12.F
G. What are the types of vegetarianism?	E	F	11.3.12.F
H. What are some methods of planning nutritious vegetarian meals?	E	G	11.3.12.F
I. What are the nutritional needs at each stage of the life cycle?	E	H	11.3.12.F
J. What are some guidelines for making nutritious food choices when eating out?	I	I	11.3.9.F

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Name of Course: **Advanced Foods**

Name of Unit: **Meal Planning**

Essential Question for the Unit: **How important is meal planning?**

<b>Unit Objectives/EQs</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What management techniques are used in preparing a meal?	I	J	11.3.9.F, 11.2.9.D
B. What are the factors that affect meal planning?	I	J	11.3.9.F
C. What are the characteristics that make meals appealing?	I	J	11.3.9.F
D. What are the benefits of weekly meal planning?		J	11.3.9.F, 11.2.9.B
E. What are some meal planning strategies for various family configurations (e.g., large family, single adult living alone)?	C	J	11.3.9.F
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Name of Course: **Advanced Foods**

Name of Unit: **Advanced Food Preparation: Eggs, Grains, Soups, Casseroles, Cookies**

Essential Question for the Unit: **What is important in preparing specific foods?**

<b>Unit Objectives/EQs</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What criteria are used in the selection and storage of eggs?	I	L	11.3.6.C, 11.3.6.F
B. What are the principles related to egg cookery?	I	M	11.3.6.F
C. What are the different grain products and their uses?	I	N	11.3.6.C
D. What are the cooking preparation techniques of rice, pasta, and breakfast cereals?	I	N	11.3.6.F
E. What are the types of soups?	C	O	11.3.6.C
F. What are the preparation steps of soups?	C	O	11.3.6.F
G. What are the parts of and preparation methods of a casserole?	C	K	11.3.6.F
H. What are the six types of cookies?	C	P	11.3.6.F
I. What are the guidelines used in preparing cookies?	C	P	11.3.6.F

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Name of Course: **Advanced Foods**

Name of Unit: **United States Regional Foods**

Essential Question for the Unit: **How do different cultures affect United States cuisine?**

Unit Objectives/EQs	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the origins of the foods of the seven main regions of the United States?	I	S	11.3.6.C
B. How do climate, geography, and culture affect the development of the foods in each region of the United States?	I	S	11.3.12.A, 11.3.6.C
C. What foods are representative of each region of the United States?	I	R	11.3.6.F, 11.3.6 C
D.			
E.			
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Name of Course: **Advanced Foods**

Name of Unit: **Food Preservation**

Essential Question for the Unit: **How important is food preservation in our lives?**

Unit Objectives/EQs	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the various food preservation methods?	C	T	11.3.9.G
B. What are the steps used in preserving foods?	C	U	11.3.9.G
C.			
D.			
E.			
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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes<br><input type="checkbox"/> Constructed Responses<br><input type="checkbox"/> Essays<br><input type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input type="checkbox"/> Portfolios<br><input type="checkbox"/> Presentations<br><input checked="" type="checkbox"/> Performance tasks<br><hr/> | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input type="checkbox"/> Class Participation<br><input type="checkbox"/> Notetaking<br><input type="checkbox"/> Daily Assignments<br><input type="checkbox"/> Writing Samples<br><hr/> |
|---|--|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Assessment	When given?
1. Objective Tests/Quizzes	Tests – 3 times throughout marking period; Quizzes – periodically throughout
2. Meal Planning Project	As a culmination to the Meal Planning unit
3. U.S. Regional Foods Project	As part of the U. S. Regional Foods unit
4. Food Labs	Average 1-2x per week throughout the marking period

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## **IV. Expected levels of achievement**

Current grading scale:

A = 92%-100%

B = 83%-91%

C = 74%-82%

D = 65%-73%

F = 64% and below

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: