

**Food and Nutrition Technology**  
**Essential Curriculum**  
**2010-2011**

**UNIT I: Kitchen Fundamentals**

**Goal 1: The student will recognize factors that affect food safety, from production to consumption, and techniques to prevent kitchen accidents.**

Objectives-The student will be able to:

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

**Goal 2: The student will identify and explain the uses and characteristics of basic kitchen equipment.**

Objectives-The student will be able to:

- a. Describe styles and features of major kitchen appliances and portable kitchen appliances.
- b. Identify various small kitchen utensils and discuss their functions.
- c. Explain how to select and care for cooking and baking utensils.
- d. Demonstrate the use of various pieces of small kitchen equipment, cookware, and bakeware.

**Goal 3: The student will recognize basic food preparation terms and techniques.**

Objective-The student will be able to:

- a. Identify and define the terms and abbreviations used in recipes and in a kitchen lab setting.

**Goal 4: The student will identify the parts to a recipe and explain how to apply each part in a kitchen lab setting.**

Objective-The student will be able to:

- a. Demonstrate the ability to read, write, and follow a recipe.

**Goal 5: The student will accurately measure a variety of ingredients used in a recipe.**

Objectives-The student will be able to:

- a. Demonstrate the ability to measure dry and liquid ingredients using the appropriate tools and techniques.
- b. Demonstrate how to convert a recipe to a new yield.

**Goal 6: The student will apply the principles of time management and appropriate lab procedures to working in a kitchen lab setting.**

Objectives-The student will be able to:

- a. Identify the order and timing of all critical preparation steps in a recipe.
- b. Develop time-work schedules for each kitchen lab.
- c. Identify the work areas of each kitchen lab and become familiar with where equipment is stored.
- d. Apply principles of food safety and accident prevention in each kitchen lab.

**Goal 7: The student will identify the knives most commonly used in a kitchen lab and apply the principles of using a knife safely.**

Objectives-The student will be able to:

- a. Select appropriate knives for assigned tasks.
- b. Use knives safely and efficiently.
- c. Apply appropriate cutting techniques according to recipe directions.

**Goal 8: The student will identify a variety of flavorings and seasonings used to enhance a recipe.**

Objectives-The student will be able to:

- a. Identify the difference between an herb and a spice.
- b. Identify the uses of herbs and spices.
- c. Apply the principles of using herbs and spices in a recipe.

## **UNIT II: Methods of Cooking**

**Goal 1: The student will identify, describe, and demonstrate the principles of cooking as applied to meats.**

Objectives-The student will be able to:

- a. Explain the three main parts of meat.
- b. Describe the nutritional value of meat.
- c. List factors affecting the selection of meats.
- d. Outline how to properly store meats to maintain their quality.
- e. Identify the most common grades of beef.

- f. Describe the principles and methods of cooking meats.
- g. Prepare a variety of meat dishes using dry and moist cooking methods.

**Goal 2: The student will identify, describe, and demonstrate the principles of cooking as applied to poultry and poultry products.**

Objectives-The student will be able to:

- a. List the nutrients found in poultry.
- b. Identify the most popular types and the common forms of poultry.
- c. List factors affecting the selection and purchase of poultry.
- d. Explain how to properly store poultry to maintain its quality.
- e. Describe the principles and methods of cooking poultry.
- f. Discuss the importance of cooking poultry until well done.
- g. Prepare a variety of poultry dishes using dry and moist cooking methods.

**Goal 3: The student will identify, describe, and demonstrate the principles of cooking as applied to fish and shellfish.**

Objectives-The student will be able to:

- a. List the nutrients found in fish and shellfish.
- b. Describe the categories of fish and shellfish and list five market forms of fish.
- c. List factors affecting the selection and purchase of fish and shellfish.
- d. Explain how to properly store fish and shellfish to maintain their quality.
- e. Describe the principles and methods of cooking fish and shellfish.
- f. Explain how to determine when fish is cooking properly and completely.
- g. Prepare a variety of fish and shellfish dishes using dry and moist cooking methods.

**Goal 4: The student will identify, describe, and demonstrate the principles of cooking with eggs and dairy products.**

Objectives-The student will be able to:

- a. List the nutrients found in eggs.
- b. List the nutrients found in milk and dairy products.
- c. List the factors affecting the selection of milk and dairy products.

- d. Explain how to properly store dairy products to maintain their quality.
- e. List factors affecting the selection and purchase of eggs.
- f. Explain how to properly store eggs to maintain their quality.
- g. Outline the parts of an egg.
- h. Examine the varied roles eggs play including serving as a binder, thickener, leavening agent, and emulsifier.
- i. Demonstrate the ability to cook and use eggs appropriately according to assigned recipe or task.
- j. Describe guidelines for preventing adverse reactions when cooking with dairy products.
- k. Demonstrate the ability to prepare a variety of dishes using milk, cream, cheese, and other dairy products.

**Goal 5: The student will identify, describe, and demonstrate the principles of cooking as applied to grain products.**

Objectives-The student will be able to:

- a. Describe how grains are processed to create food products and how this processing can affect the nutritional value of grains.
- b. List a variety of grain products.
- c. Explain what to look for when buying grains and grain products.
- d. Explain how to properly store grains and grain products to maintain their quality.
- e. List and describe at least six grains used throughout the world.
- f. Label the parts of a grain kernel and identify which parts are used in whole grains.
- g. Describe how heat and liquids affect starches.
- h. Demonstrate the ability to prepare a variety of grain foods including cereals, rice, and pasta.

**Goal 6: The student will identify, describe, and demonstrate the principles of cooking combination foods including soups, casseroles, and hot sandwiches.**

Objectives-The student will be able to:

- a. Define the terms *broth*, *stock*, *bouillon*, *bisque*, *chowder*, and *consommé*.
- b. List methods and ingredients used to thicken liquids.
- c. Demonstrate the ability to make a variety of soups including broth-based and milk/cream-based soups.

- d. Explain how to reheat, serve, cool, and freeze soups.
- e. Define the term *casserole* and give examples of meat and meatless casseroles.
- f. List the basic ingredients in a casserole.
- g. Discuss why casseroles are an economical meal choice.
- h. Explain how to reheat, serve, cool, and freeze casseroles.
- i. Demonstrate the ability to prepare a variety of casseroles.
- j. List a variety of sandwiches with cooked fillings.
- k. Compare and contrast grilling and broiling as methods for preparing hot sandwiches.
- l. Demonstrate the ability to prepare a variety of hot sandwiches.

### **UNIT III: Consumer Skills**

#### **Goal 1: The student will identify and describe factors to consider when designing and equipping a kitchen.**

Objectives-The student will be able to:

- a. Define the term *work triangle* and identify the three main work centers that are incorporated in the work triangle.
- b. Outline six basic kitchen floor plans and discuss the advantages and disadvantages of each.
- c. Discuss universal design principles as applied to kitchen design.
- d. Describe factors to consider when choosing kitchen components including cabinets, countertops, flooring, walls, lighting, ventilation, and the electrical system.
- e. List four large and nine portable kitchen appliances.
- f. Evaluate safety seals, warranties, and energy labels as factors to consider when choosing kitchen appliances.
- g. Discuss how to conserve resources including water and energy and how to reduce trash and waste when working in the kitchen.
- h. Identify and describe a variety of table appointments including dinnerware, flatware, beverage ware, linens, and hollowware.

#### **Goal 2: The student will identify and describe factors to consider when developing and managing a food budget.**

Objectives-The student will be able to:

- a. Discuss factors families and individuals consider when determining how much to spend on food.
- b. Discuss the impact of convenience foods on a food budget.

- c. List the advantages of using a shopping list when purchasing food.
- d. Compare the prices of the same food product sold in different ways: national brand versus generic or store brand; economy size versus regular size; supermarket versus discount or warehouse store; canned versus frozen.
- e. Identify ways to reduce spending on food purchases.

**Goal 3: The student will identify, describe, and demonstrate the principles of dining etiquette.**

Objectives-The student will be able to:

- a. Describe the purpose and importance of dining etiquette.
- b. Create a step-by-step guide for demonstrating proper etiquette in a restaurant.
- c. Compare and contrast table settings and meal service for formal and informal dining.
- d. Identify and describe six different types of meal service.
- e. Outline the factors to consider when planning a party.
- f. Define the term *hospitality* and list the duties of a host/hostess for a formal party.
- g. Discuss the importance of dining etiquette in the working world.
- h. Compare and contrast dining etiquette in other countries and cultures.

**Goal 4: The student will identify and describe food-related career opportunities.**

Objectives-The student will be able to:

- a. Research career opportunities in hospitality and identify the requirements for entry-level employment in careers of interest.
- b. Outline the requirements for and benefits of participation in the HCPSS Culinary and Hotel and Restaurant Management Academy programs.
- c. Research opportunities for postsecondary education and training in the hospitality field.

**UNIT IV: Wellness through Food**

**Goal 1: The student will identify and assess the effects of nutrients required to maintain good health.**

Objectives-The student will be able to:

- a. Divide nutrients into six groups and describe their functions.

- b. Identify food sources of nutrients and develop menus containing nutrients required for maintaining good health.
- c. Analyze the effects of various nutrient deficiencies and excesses on individuals in various stages of life.
- d. Explore how their body uses nutrients by explaining the processes of digestion, absorption and metabolism.

**Goal 2: The student will recognize the benefits of making healthful food choices and create menus supporting a healthy lifestyle.**

Objectives-The student will be able to:

- a. Evaluate and plan their diets through defining Dietary Reference Intakes (DRIs).
- b. Explain the role of the USDA Food Guide in helping them plan nutritious meals.
- c. Compare available foods within each food group and analyze the benefits of healthful food choices.
- d. Demonstrate food preparation techniques supporting healthier living.
- e. Describe suggestions for limiting processed foods and selecting the most healthful options when eating out.

**Goal 3: The student will examine factors impacting nutrition through their life cycle.**

Objectives-The student will be able to:

- a. Compare the nutritional needs of people in various stages of the life cycle.
- b. Compile a list of meal-planning tips to meet the needs of people in different stages of the life cycle.
- c. Define terms related to special diets.
- d. Discuss accommodations for people with specific concerns or needs.
- e. Plan meals based on their current life stage as well as predict future nutritional needs.

**Goal 4: The student will recognize the role of exercise and weight management in maintaining good health.**

Objectives-The student will be able to:

- a. Identify and explain factors impacting energy needs.
- b. Describe types of physical activity and their impact on health throughout the lifespan.
- c. Examine factors impacting weight management and explain terms related to determining a healthy weight.

- d. Define health risks associated with obesity.
- e. Discuss current weight and lifestyle trends in America and contrast with other countries.
- f. List three common eating disorders and explain how they put physical and mental health at risk.
- g. Develop an individualized plan for maintaining a healthy weight.

**Goal 5: The student will explore cultural, social, physiological, psychological and technological influences on food choices.**

Objectives-The student will be able to:

- a. Describe the evolution of food, comparing modern trends to historic events.
- b. List steps in the decision-making process and explain the impact on food choices.
- c. Explain how food improves wellness from physical, social and psychological perspectives.
- d. Outline cultural, social and psychological influences on food choices.
- e. Define factors affecting the food supply, researching and comparing the availability of foods in different countries.
- f. Describe the impact of technology on foods and discuss the pros and cons of their developments on nutrition.

**UNIT V: Cold Food Preparation**

**Goal 1: The student will identify, describe, and demonstrate the principles of preparing salads and dressings.**

Objectives-The student will be able to:

- a. List and describe seven types of salad.
- b. Explain how to wash and store salad greens.
- c. List and describe two types of combination salads.
- d. Compare and contrast at least eight different types of salad greens.
- e. Identify and describe four different types of salad dressings.
- f. Describe the ingredients in a basic vinaigrette dressing and use a variety of herbs, spices, and other flavorings to prepare a variation of basic vinaigrette.
- g. Demonstrate the ability to prepare a variety of salads including tossed, arranged, layered, and bound salads.

**Goal 2: The student will identify, describe, and demonstrate the principles of preparing chilled and frozen desserts.**



Objectives-The student will be able to:

- a. Identify and describe dairy-based desserts including ice cream, sherbet, pudding, and gelatin creams.
- b. Describe the steps in making ice cream and sherbet and discuss the importance of stirring both products during freezing.
- c. Create a recipe for a dessert salad.
- d. Demonstrate the ability to prepare a variety of chilled and frozen desserts.

**Goal 3: The student will identify, describe, and demonstrate the principles of preparing cold sandwiches.**

Objectives-The student will be able to:

- a. Discuss the origin of the sandwich.
- b. Design a cold sandwich that includes foods from each of the food groups: grains, vegetables, fruits, milk, meats and beans.
- c. List and describe types of sandwiches from other cultures.
- d. Demonstrate the ability to prepare a variety of cold sandwiches using different combinations of breads, fillings, and condiments.

## **UNIT VI: Principles of Baking**

**Goal 1: The student will identify, describe, and demonstrate the principles of baking quick and yeast breads.**

Objectives-The student will be able to:

- a. List the basic ingredients in baked goods and examine the roles of each ingredient in the baking process.
- b. Explain how to select and store baked goods.
- c. Compare and contrast cake, bread, and all-purpose flour.
- d. Define the terms *batter* and *dough*.
- e. Explain the difference between a quick bread and a yeast bread and list three examples of each.
- f. Identify the three gases that make baked products rise.
- g. List and explain the mixing methods for yeast breads.
- h. Demonstrate the ability to prepare a variety of quick and yeast breads.

**Goal 2: The student will identify, describe, and demonstrate the principles of baking cookies.**

Objectives-The student will be able to:

- a. Identify and describe six different types of cookies.
- b. Explain how to store cookies to maintain their quality.
- c. Cite four tips for the proper baking of cookies.
- d. Discuss what to look for in determining when cookies are done baking.
- e. Demonstrate the ability to prepare a variety of cookies including bar, drop, rolled, and molded cookies.

**Goal 3: The student will identify, describe, and demonstrate the principles of baking cakes.**

Objectives-The student will be able to:

- a. List the basic ingredients used in cakes and describe their functions.
- b. Compare and contrast shortened and unshortened cakes and list examples of each.
- c. List the two most common mixing methods for shortened cakes.
- d. Discuss the importance of choosing the correct size pan when baking a cake.
- e. Describe a variety of methods for embellishing cakes.
- f. Demonstrate the ability to prepare a variety of cakes including shortened and unshortened cakes.

**Goal 4: The student will identify, describe, and demonstrate the principles of baking pies.**

Objectives-The student will be able to:

- a. List the four basic ingredients in pastry dough and describe how each ingredient contributes to the tenderness and flakiness of the piecrust.
- b. Describe the principles and steps for preparing and rolling pastry dough.
- c. Identify the four types of pies and list examples of each type.
- d. List five ingredients that can be used to make a crumb crust for a pie.
- e. Describe three methods for embellishing a two-crust pie.
- f. Demonstrate the ability to prepare a variety of pies including fruit, savory, cream, and custard pies.

**Goal 5: The student will identify, describe, and demonstrate the principles of preparing specialty baked goods including candies.**

Objectives-The student will be able to:

- a. Explain the impact of temperature and crystallization in candy making.
- b. Compare and contrast crystalline and noncrystalline candies and list examples of each.
- c. Identify methods for preventing unwanted crystallization during candy making.
- d. Demonstrate the ability to prepare a variety of simple candies.

## **UNIT VII: Foods of the World**

**Goal 1: The student will examine the influence of culture on European food choices and customs.**

Objectives-The student will be able to:

- a. Explain the origin of food customs of Eastern, Western, and Northern Europe.
- b. Describe the influence of climate and geography on food choices throughout Europe.
- c. Identify ingredients and food staples associated with Eastern, Western, and Northern Europe.
- d. Demonstrate the ability to prepare a variety of dishes associated with Eastern, Western, and Northern Europe.

**Goal 2: The student will examine the influence of culture on Latin American food choices and customs.**

Objectives-The student will be able to:

- a. Explain the origin of food customs of Latin America.
- b. Describe the influence of climate and geography on food choices throughout Latin America.
- c. Identify ingredients and food staples associated with countries and regions in Latin America.
- d. Demonstrate the ability to prepare a variety of dishes associated with Latin America.

**Goal 3: The student will examine the influence of culture on Middle Eastern and African food choices and customs.**

Objectives-The student will be able to:

- a. Explain the origin of food customs of the Middle East and Africa.
- b. Describe the influence of climate and geography on food choices throughout the Middle East and Africa.
- c. Identify ingredients and food staples associated with countries and regions in the Middle East and Africa.

- d. Demonstrate the ability to prepare a variety of dishes associated with the Middle East and Africa.

**Goal 4: The student will examine the influence of culture on Asian food choices and customs.**

Objectives-The student will be able to:

- a. Explain the origin of food customs of Asia.
- b. Describe the influence of climate and geography on food choices throughout Asia.
- c. Identify ingredients and food staples associated with countries and regions in Asia.
- d. Demonstrate the ability to prepare a variety of dishes associated with Asia.

**Goal 5: The student will examine the influence of culture on Mediterranean food choices and customs.**

Objectives-The student will be able to:

- a. Explain the origin of food customs in the Mediterranean region.
- b. Describe the influence of climate and geography on food choices throughout the Mediterranean region.
- c. Identify ingredients and food staples associated with Mediterranean countries and regions.
- d. Demonstrate the ability to prepare a variety of dishes associated with the Mediterranean region.

**Goal 6: The student will examine the influence of culture on regional food choices and customs in the United States.**

Objectives-The student will be able to:

- a. Identify the origins of foods of the seven main regions of the United States.
- b. Describe the influence of climate and geography on food choices in each of the seven main regions of the United States.
- c. Identify ingredients and food staples associated with each of the seven main regions of the United States.
- d. Demonstrate the ability to prepare a variety of dishes associated with each region of the United States.

