

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Family & Consumer Science

<p>Mission Statement</p>	<p>The relationship between work and family is our unique focus. The mission of Geneva Community Unit School District #304 7-12 Family and Consumer Science curriculum is to guide students toward the development of independent living skills and awareness of career/employment potential. Family and Consumer Science Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society.</p>	
<p>Course Sequence (Grades 6-12)</p>	<p>Middle School</p> <p>FACS 7th- 1 8th- 1 semester elective</p>	<p>High School</p> <p>Foods I Foods II Culinary Arts I Culinary Arts II Restaurant Management I Restaurant Management II Fashion Merchandising I Fashion Merchandising II Housing & Interior Design Child Development</p>

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Foods and Nutrition II 9/10/11/12 One semester Foods 1
Course Description	This course is for students who want to continue working in food preparation using advanced techniques. Gourmet cooking and buying principles are introduced. There is an emphasis on food selection and preparation for special occasions and individual dietary needs. Units include soups, appetizers, specialty breads, party and holiday foods, foreign foods, desserts, pastries, simple cake decorating, meats and meal planning. Different types of table settings will be included.
District-approved Materials and/or Resources	<u>Guide to Good Food</u> Good-Heart Wilcox Publishers Good Eats DVD; Videos; Internet

Unit Frameworks

Unit of Study: major topics		Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.5.3 Prepare food for presentation and assessment.</p>	
Objectives	<ul style="list-style-type: none"> • Prepare nutritious stock based soups. • Explain the differences between a stock, broth, and consommé. • Explain the differences between a bisque and chowder soup. • Use a condensed canned soup in a recipe. • Explain the nutritional value of soup. • Understand how soup can be used to lose weight. 	
Assessments	<p>Performance Tasks Rubrics</p> <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets 	<p>Other Evidence Edible products</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Meat Unit	Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>9.5.3 Prepare food for presentation and assessment.</p>	
Objectives	<ul style="list-style-type: none"> • Choose the correct cut and type of meat for a given recipe. • Analyze newspaper ads to select the correct cut and type of meat for a given recipe. • Understand the concept of the meat carcass and bone shape in the selection of the correct cut and type of meat for a given recipe. • Tell which meats come from which animal. • Describe how to properly store meats to maintain quality. • Describe the principles of meat cookery • Prepare meats by moist and dry cooking methods. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets 	Other Evidence <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Poultry Unit	Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.</p> <p>9.5.3 Prepare food for presentation and assessment.</p>	
Objectives	<ul style="list-style-type: none"> • Describe the types and market forms of poultry • Give guidelines for buying and storing poultry. • Be able to cut whole poultry into parts. • Identify the nutrients in poultry. • Select poultry as specified in a recipe. • Explain how to select a cooking method for different types of poultry. • Test for doneness in various cuts and market forms of poultry. • Avoid food borne illnesses while preparing fresh poultry. • Give guidelines for cooking the market forms and cuts of poultry. 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets Demonstration of individual success of meal preparation in class and at home (final meal project). 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Fish Unit	Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p> <p>9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.</p> <p>9.5.3 Prepare food for presentation and assessment.</p>	
Objectives	<ul style="list-style-type: none"> • List the factors affecting the selection of finfish and shellfish. • Describe how to properly store fish to maintain its quality. • Describe the principles and methods for cooking finfish and shellfish. • Prepare fish by moist and dry cooking methods. • Describe the nutritional value of fish to a healthy diet. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets • Demonstration of individual success of meal preparation in class and at home (final meal project). 	Other Evidence <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Global/Ethnic Foods including Mealtime Customs and Etiquette</p>	<p>Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines, ethnic restaurants</p>
<p>FCS National Standards</p>	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.</p> <p>8.4.4 Develop a variety of menu layouts, themes, and design styles.</p> <p>8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.</p> <p>8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.</p> <p>9.5.1 Analyze various factors that affect food preferences in the marketing of food.</p> <p>9.5.3 Prepare food for presentation and assessment.</p> <p>9.6.1 Build menus to customer/ client preferences.</p> <p>9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.</p> <p>10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.</p> <p>10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.</p> <p>14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.</p> <p>14.1.4 Analyze the effects of global and local events and conditions on food choices and practices</p> <p>13.3.5 Apply ethical principles of communication in family, community and work settings.</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Identify the geographic, climatic and cultural factors that influence the food customs of a specific cuisine. • Describe the food customs and meal patterns and explain how and why those customs have evolved. 	

	<ul style="list-style-type: none"> • Recognize and purchase food indigenous to a particular cuisine. • Operate tools, appliance or equipment necessary to prepare ethnic foods. • Prepare foods native to a specific cuisine. • Decipher the food terminology on an ethnic restaurant menu. • Analyze how your own family's food patterns have been influenced by other cultures. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets • Demonstration of individual success of meal preparation in class and at home (final meal project). 	Other Evidence <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Outdoor Cookery	Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.4.3 Analyze food, equipment, and supplies needed for menus.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p> <p>8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.</p> <p>9.2.9 Demonstrate waste disposal and recycling methods.</p> <p>9.5.3 Prepare food for presentation and assessment.</p> <p>9.2.1 Analyze factors that contribute to foodborne illness.</p>	
Objectives	<ul style="list-style-type: none"> • Identify ways to cook foods safely outdoors. • Identify foods suitable for outdoor cooking. • Describe how to choose, pack, serve and transport picnic foods. • Use appropriate behavior when dining out. 	

<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets. • Demonstration of individual success of meal preparation in class and at home (final meal project). 	<p>Other Evidence.</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.
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Unit Frameworks

Unit of Study: major topics	Cakes and Fancy Yeast Breads	Resources that will support instruction Wilton yearbooks, textbook, internet, The Food Network, Cookbooks, magazines
Illinois Learning FCS National Standards	<p>9.5.3 Prepare food for presentation and assessment.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p> <p>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.</p>	
Objectives	<ul style="list-style-type: none"> • Prepare shortened and foam cakes using standard and one-bowl methods. • Describe the functions of basic ingredients used in cakes. • Identify ways to reduce fat in cakes. • Make appropriate substitutions for ingredients in cakes. • Test cakes for doneness in several ways. • Explain how to select and prepare pans for baking. • Prepare specialty breads 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets. • Demonstration of individual success of meal preparation in class and at home (final meal project). 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Healthy Breakfasts, Lunches and Snacks</p>	<p>Resources that will support instruction MyPyramid.gov, PBS initiatives, Textbook, internet, The Food Network, Cookbooks, magazines</p>
<p>FCS National Standards</p>	<p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 9.3.2 Analyze nutritional data. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior. 9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs. 9.4.1 Analyze nutritional needs of individuals.</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Name the benefits of making healthful food choices. • Explain how you can use recommended nutrient intakes, the food guide pyramid and dietary Guidelines for Americans as diet planning resources for your daily needs. • Identify how many daily servings you need for a specified age or gender group. • List tips to use when shopping for fresh and processed foods. • Describe and implement suggestions for preparing healthful foods • Apply the Dietary Guidelines for Americans when eating out. • Analyze the fat, sugar and sodium content of fast foods. 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets. • Demonstration of individual success of meal preparation in class and at home (bread assignment and final meal project). 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

Unit of Study: major topics	Salads and Dressings	Resources that will support instruction Textbook, internet, The Food Network, Cookbooks, magazines
FCS National Standards	<p>8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>8.5.13 Examine the applicability of convenience food items.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> • Determine the different uses of salads in a meal. • Identify ingredients that need to be included to make a salad fit a specific occasion or dietary need. • Identify a variety of salad greens to make a nutritious attractive salad. • Have an understanding of nutritional and calorie content of several types of salad dressings. • Demonstrate the ability to prepare a variety of salads and salad dressings. • Identify which salad dressings are temporary or permanent emulsions. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Weekly food lab demonstrations and participation • Completion of textbook assignments and related worksheets. • Demonstration of individual success of meal preparation in class and at home (bread assignment and final meal project). 	Other Evidence <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay.