



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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| Course Title: Creative Foods Grade Level(s): Grade 11-12 Grade 10 (after successful completion of Introduction to Creative Foods) Units of Credit: .5 Classification: Elective | Length of Course: 15 cycles Periods Per Cycle: 6 periods Length of Period: 43 minutes Total Instructional Time: 64.5 hours |
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Course Description

Creative Foods is designed to practice cooking principles through practical methods. Students will study the use of food preparation equipment, selection and preparation, and the nutritional content of foods. The preparation of dessert-type foods will highlight the course. Yeast breads, leavening agents, pastry, cakes, cookies, candy, meat alternatives, and sandwiches will be discussed.

Instructional Strategies, Learning Practices, Activities, and Experiences

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| Teacher Lecture <u>Guide to Good Food Book</u> Teacher-prepared Worksheets <u>Guide to Good Food Student Workbook Activities</u> | Food Preparation Labs Student Collaboration Projects Nearpod Presentations Cooking Portfolio | Current Event Articles with Constructive Responses Cooking Evaluations |
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Assessments

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| Socratic Quizzes and Tests Teacher-prepared Tests | Rubrics Cooking Evaluations | Peer Reviewed Assignments Final Exam |
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Materials/Resources

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| <u>Guide to Good Food Book</u> Teacher-prepared Activity Sheets Teacher-prepared Outlines | Cookbooks Teacher-prepared PowerPoint Presentations Food Preparation Equipment | iPads and applications Google Classroom |
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Adopted: 3/16/88

Revised: 9/3/91; 9/98; 10/2004; 5/15/2017

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Kitchen Utensils</p> <p>Cooking Abbreviations</p> <p>Cooking Terms</p> <p>Changing Yields</p> <p>Planning Time - Work Schedules</p> | <p>Students will be able to identify and describe the use of various kitchen utensils.</p> <ul style="list-style-type: none"> • Explain how to select and care for cooking and baking utensils. • Identify abbreviations. • Define cooking terms. • Change the yield of a recipe. • Plan time - work schedules. • Follow a recipe to prepare selected foods. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |

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| <p>Yeast Breads</p> <p>Leavening Agents</p> | <p>Students will be able to describe how to select and store yeast breads.</p> <ul style="list-style-type: none"> • Identify the functions of ingredients in yeast breads. • Identify and describe the five leavening agents. • Demonstrate how to prepare yeast breads. • Demonstrate how to prepare dishes using leavening agents. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |

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| <p>Cakes</p> <p>Pies</p> <p>Cookies</p> | <p>Students will be able to describe the basic functions of ingredients used in cakes, pies, and cookies.</p> <ul style="list-style-type: none"> • Explain the principles of pastry preparation. • Demonstrate how to prepare cakes, pies, and cookies. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |

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| <p>Crystalline Candies</p> <p>Noncrystalline Candies</p> | <p>Students will be able to compare the crystalline and noncrystalline candies.</p> <ul style="list-style-type: none">• Identify and describe various types of sugar.• Demonstrate how to prepare crystalline candies.• Demonstrate how to prepare noncrystalline candies. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |

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| Sandwiches | <p>Students will be able to identify the major and minor parts of a sandwich.</p> <ul style="list-style-type: none">• Identify the steps in making selected party sandwiches.• Demonstrate how to prepare sandwiches. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |

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| <p>Cooking With Eggs</p> <p>Cooking With Cheese</p> | <p>Students will be able to list factors affecting the selection of eggs.</p> <ul style="list-style-type: none"> • Describe principles and methods for cooking eggs. • Identify uses of eggs. • List factors affecting the selection of cheese. • Describe guidelines for preventing adverse reactions when cooking with cheese. • Identify originating countries of various types of cheese. • Explain the process of making cheese. • Prepare an egg dish. • Demonstrate how to prepare a dish using cheese. <p>11.3.12.B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA, and CDC).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> |