

Curriculum Standard One: The student will understand food safety and sanitation rules and guidelines for food preparation.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify how kitchen accidents might be avoided or prevented.</p> <p>2. The student will identify appropriate procedures during an emergency or accident.</p> <p>3. The student will identify common types of food-borne illnesses and the sources of contamination and the conditions required for growth.</p> <p>4. The student describe techniques and practices that will prevent transfer of food-borne illness.</p>	<p>A. Can the student describe how to maintain a safe kitchen?</p> <p>A. Can the student identify ways to deal with an emergency in the kitchen?</p> <p>A. Can the student distinguish between the following bacteria: botulism, salmonella, and staphylococcus?</p> <p>B. Can the student describe the bacteria danger zone?</p> <p>C. Can the student list the rules for keeping food safe?</p> <p>A. Can the student list personal, kitchen equipment, and food sanitation practices?</p>	<ul style="list-style-type: none"> • The student will role-play different hazardous kitchen situations using props. • The student will evaluate emergency situations and describe solutions for them on a worksheet. • The student will view a sanitation video on food-borne illnesses. • The student will quiz each member of his/her small group on sanitation practices in the kitchen. • The student will use cooking and food preparation techniques that demonstrate proper sanitation.

Curriculum Standard Two: The student will demonstrate the basic use of recipes, equipment, and food preparation techniques.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand a variety of food preparation terminology and procedures used in a standard recipe.</p>	<p>A. Can the student effectively use food preparation terms while preparing a recipe?</p> <p>B. Can the student read and follow a recipe?</p>	<ul style="list-style-type: none"> • The student will match common terms and their definitions used in standard recipes. • The student will evaluate a variety of recipe formats. • The student will demonstrate the ability to follow recipes written in different formats.
<p>2. The student will demonstrate proper measuring techniques.</p>	<p>A. Can the student effectively use measuring tools in recipes?</p>	<ul style="list-style-type: none"> • The student will complete various measuring problems. • The student will correctly use measuring tools while preparing a recipe.
<p>3. The student will identify food preparation equipment and tools and their proper use.</p>	<p>A. Can the student identify tools/equipment used in food preparation?</p>	<ul style="list-style-type: none"> • The student will match food preparation tools/equipment to their proper usage.
<p>4. The student will perform food preparation in an organized manner.</p>	<p>A. Can the student display organization techniques during food preparation?</p>	<ul style="list-style-type: none"> • The student will be evaluated on his/her organization techniques while preparing a recipe.

Curriculum Standard Three: The student will understand nutritional needs of individuals throughout the life span.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will apply food pyramid principles to daily food choices.</p> <p>2. The student will read and interpret nutritional labeling.</p>	<p>A. Can the student use the food guide pyramid to evaluate menus?</p> <p>A. Can the student properly read and understand a label?</p>	<ul style="list-style-type: none"> • The student will be able to evaluate his/her own diet and compare it to the food pyramid. • The student will create a day’s menu using the food guide pyramid. • The student will be able to compare various food labels for their nutritional value.

Curriculum Standard Four: The student will demonstrate knowledge and preparation techniques specific to low fat foods.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will demonstrate low fat food preparation techniques.	A. Can the student list cooking techniques which decrease the overall fat content?	<ul style="list-style-type: none"> • The student will be able to list food preparation techniques which lower the fat content in recipes. • The student will prepare food made with low fat ingredients.
2. The student will evaluate and adjust recipe ingredients for fat content.	A. Can the student identify low fat ingredient substitutes for recipes?	<ul style="list-style-type: none"> • The student will be able to give valid ingredient substitutions. • The student will use low fat substitutes in cooking projects.
3. The student will prepare and evaluate low fat protein alternatives.	A. Can the student identify foods that contain protein and are also low fat?	<ul style="list-style-type: none"> • The student will be able to write a two day menu which contains low fat protein alternatives. • The student will prepare food that uses low fat protein alternatives. • The student will compare taste and texture with low fat and regular ingredient recipes.

Curriculum Standard Five: The student will demonstrate the preparation of a variety of foods.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will prepare foods from the following categories:</p> <ul style="list-style-type: none"> a) fruits/vegetables/salads b) soups/sauces/stews c) dairy/eggs d) baking principles 	<p>A. Can the student successfully prepare food in the lab in each of the following categories:</p> <ul style="list-style-type: none"> 1) fruits/vegetables/salads 2) soups/sauces/stews 3) dairy/eggs 4) baking principles? 	<ul style="list-style-type: none"> • The student will properly use: organization techniques; tools and equipment; sanitation and safety rules; and food preparation techniques to prepare food in the lab in the following categories: <ul style="list-style-type: none"> a) fruits/vegetables/salads b) soups/sauces/stews c) dairy/eggs d) baking principles • The student will create and prepare recipes from a variety of food categories.

Curriculum Standard Six: The student will explore a variety of career opportunities relating to working with foods and nutrition.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase his/her awareness of the variety of career opportunities relating to foods and nutrition.</p> <p>2. The student will explore the educational requirements for careers relating to foods and nutrition.</p>	<p>A. Can the student define various job descriptions for a variety of food and nutrition careers?</p> <p>A. Can the student define the educational requirements for a variety of food and nutrition careers?</p>	<ul style="list-style-type: none"> • The student will complete a research project on various career opportunities in foods and nutrition. • The student will interview people who work in the food and nutrition industry. • The student will complete a research project which includes educational requirements for food and nutrition careers. • The student will complete a career exploration project with the career center on campus.