GENERAL GOAL
This course is an introduction to the basic principles of nutrition, wellness, and food preparation. The focus of the course is centered on healthy food and lifestyle choices. The general goal is to enhance student awareness in regards to personal food choices and physical activity. The overall goal for all levels of the foods program is to enhance student knowledge of food choices and to motivate students to actually improve their choices.

FCS Website
Check out fcsstevenson.com for additional course information, assignments, calendar, PowerPoints, and recipes used in class. If your absent this is a great way to see what you missed!

OBJECTIVES
At the conclusion of this course, students should be able to:
• Describe safety and sanitation practices used in food preparation.
• Describe food terminology and proper measuring while demonstrating basic food preparation techniques in the kitchen.
• Demonstrate the ability to read a recipe and adjust the yield.
• Explain the benefits of eating a variety of foods from each recommended food group throughout the lifespan.
• Describe the factors that effect healthy weight management.
• Determine the factors that enhance academic and sports performance.

CLASSROOM EXPECTATIONS
Students in Introduction to Foods and Nutrition are expected to:
• Respect all individuals in the classroom.
• Work as a team. Communicate with your group. Listen to others. Share your thoughts and ideas.
• Be assertive when you need or want something.
• Participate in class activities and lab. You learn by doing.
• Take responsibility for your actions.
• Observe school rules and maintain a clean environment within the classroom.
• Be prompt and present in class.
• Monitor progress toward learning targets and grades throughout the semester.

ELECTRONICS
All cell phones and electronics are not to be used in the classroom or the lab stations.
EVALUATION & GRADING
There will be numerous opportunities to earn points this semester. This includes points for chapter exams, homework, group work, and projects. Total points earned for each grading period will be used to compute your grade using the following scale:

A+ = 97.5-100  B+ = 87.5-89.4  C+ = 77.5-79.4  D+ = 67.5-69.4
A  = 92.5-97.4  B  = 82.5-87.4  C  = 72.5-77.4  D  = 62.5-67.4
A- = 89.5-92.4  B- = 82.5-87.4  C- = 69.5-72.4  D- = 59.5-62.4

• In-class assignments for each unit will be accepted for full credit until the end of the unit.
• No work will be accepted past the last day of the term.
• Projects must be submitted by the due date. Class projects are designed to be cooperative, if cooperation is not apparent, alternative assessments will be assigned.

GENERAL COURSE OUTLINE
The following is a general course outline, subject to change, for the semester in introduction to foods:

Unit 1: Introduction to basic food preparation
- Topics covered: general culinary terms & equipment, measuring, converting recipes, safety, sanitation
- Labs:
  - Trail Mix and Chocolate Chip Cookies

Unit 2: Nutrition
- Topics covered: Nutrition, Choosemyplate, USDA dietary guidelines, reading labels
- Labs:
  - Taco Dip, Pasta Comparison, Spinach Artichoke Dip, Apple Muffins, Cheesy Beef Toastados, Chicken Ceasar Salad,

Unit 3: Healthy Weight Management
- Topics covered: the energy balancing act, healthy weight maintence/loss/gain
- Labs:
  - Smoothies, Granola Bars, French Toast, Paninis, Low fat Cupcakes

Unit 4: Fitness, Neuroscience, & Sports Nutrition
- Topics covered: Optimal energy output for academic & athletic performance, Sports & Energy Drinks
- Labs:
  - Pizza, Brain snacks, Energy bars, Wraps
Objective 1: Describe safety and sanitation practices used in food preparation.
1. Identify possible culinary workplace safety issues.
2. Explain fire safety equipment and emergency procedures.
3. Identify kitchen safety rules and guidelines.
4. Explain proper knife safety and storage.
5. Apply kitchen safety rules and guidelines in a lab environment.
6. Analyze the conditions and practices that promote safe food handling.
7. Demonstrate the conditions and practices that promote safe food handling in a lab environment.

Objective 2: Describe food terminology and proper measuring while demonstrating basic food preparation techniques in the kitchen.
1. Demonstrate proper measuring techniques for liquid ingredients.
2. Demonstrate proper measuring techniques for dry ingredients.
3. Classify cooking tools according to the use in the kitchen.
4. Describe basic cooking terms used in lab.
5. Demonstrate basic knife skills
6. Demonstrate proper cooking techniques in lab.
7. Compare and contrast different cooking methods.
8. Explain how cooking affects a food’s texture, color, aroma, and flavor.

Objective 3: Demonstrate the ability to read a recipe and adjust the yield.
1. Identify key information used in a recipe.
2. Connect reading a recipe to practices used in lab.
3. Identify abbreviations & equivalent measuring amounts.
4. Perform calculations to adjust recipes.

Objective 4: Explain the benefits of eating a variety of foods from each recommended food group throughout the lifespan.
1. Read a food label to assess nutritional content.
2. Apply USDA’s Dietary Guidelines and food labeling for healthy eating.
3. Explain the nutritional benefits of grains.
4. Identify the various types of grains.
5. List several types of grains and their functions.
6. Explain the nutritional benefits of the dairy group.
7. Identify the types of milk and milk alternatives.
8. Explain the nutritional benefits of fruits and vegetables.
9. Explain the nutritional benefits of protein.
10. Describe alternatives for vegetarians.
11. Explain the nutritional benefits of oils and empty calories.
12. Identify the variety of oils and their functions.

Objective 5: Describe the factors that affect healthy weight management.
1. Identify various cooking methods that promote healthy eating.
2. Apply portion sizes to healthy meal planning.
3. Assess personal food intake and physical activity through diet analysis.
4. Identify the recommended amount of physical activity.
5. Analyze the effects of fad diets on wellness.
7. Define obesity and how it is determined
8. List, discuss, & analyze general causes of obesity
9. Identify health concerns that are associated with obesity
10. Analyze the causes of obesity.
11. Formulate solutions for combating obesity.
12. Utilize healthy eating habits while dining out.
13. Create a healthy meal that incorporates accurate portion sizes.
14. Analyze the effects of energy on the body.
15. Identify healthy eating patterns for young children.

**Objective 6: Determine the factors that enhance academic and sports performance.**
1. Analyze the effect of nutrients on health, appearance, and peak performance.
2. Describe the role of exercise and diet in promoting wellness throughout the lifespan.
3. Determine factors that enhance academic and sports performance.
4. Describe the basic principles of sport nutrition guidance for energy, fluids, and nutrients.
5. Describe current recommendations for achieving optimal hydration for athletes.
6. Understand the nutritional needs of youth athletes during practice and competition.
7. Describe fuel storage in humans.
8. Explain fuel use during exercise.

**Social and Emotional Learning Targets**

**Self-Awareness Skills**

Strengths and Weaknesses
1. I recognize that making mistakes is part of the learning process. (Lab)

**Social Awareness Skills**

Respect for Others and Appreciating Diversity
2. I can explain what it means to be respectful. (Lab, group work)

**Organizational Awareness**

2. I can navigate the informal processes by which work gets done in the team or organization. (Group work)

**Self-Management Skills**

Impulse Control and Self-Discipline
3. D I listen to others without interrupting. (Presentations)
3. G I follow rules of the school. (Syllabus)

**Goal Setting and Organizational Skills**
3. T I seek assistance when needed. (Lab guidelines)

**Relational Skills**

Teamwork
4. E I work cooperatively with others. (Group work)
College Readiness Standards

English
20-23 Topic development in terms of purpose and focus: Identify the central idea or main topic of a straightforward piece of writing. (Articles)

Math
13-15 Numbers: Concepts and Properties: Recognize equivalent fractions and fractions in lowest terms. (Equivalents, adjusting the yield)
16-19 Basic operations and application: Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent. (Fractions)
33-36 Probability, statistics, and data analysis: Analyze and draw conclusions based on information from figures, tables, and graphs. (Diet analysis, athlete project)

Reading
24-27 Meaning of words: Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. (Reading a recipe)
24-27 Sequential, comparative, and cause-effect relationships: Understand relationships between people, ideas, and so on in uncomplicated passages. (athlete project, reading a recipe)
24-27 Main ideas and author's approach: Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. (articles)

Science
16-19 Scientific investigation: Understand the methods and tools used in a simple experiment. (Labs)