

Course Title: Special Foods
Board Approval Date: 04/14/14
Credit / Hours: .5 credit

Course Description:

This course focuses on mastery of the PA Academic Standards for Family & Consumer Science. With the successful completion of Basic Foods, students will be eligible to take part in Special Foods. The course is seasonal in nature as food preservation is included in the fall semester and cake decorating or candy making is included in the spring semester. Each student will research a region of the United States or a foreign country in depth. Research concludes with individual presentations of their research which is followed by the execution of authentic recipes from the region/country of study. Students will also engage in units of study related to high protein foods (poultry, pork, beef, fish, seafood).

Learning Activities / Modes of Assessment:

Large group instruction	Research Project with Rubric
Small group instruction	Tests and Quizzes
Kitchen Labs	Checklists / Teacher Observation
Small group work	

Instructional Resources:

Library & Internet Resources:
www.culturegrams.com

Various videos, periodicals, cookbooks, and websites that are appropriate and related to the Special Foods units.

Course Pacing Guide

Course: **Special Foods**

Course Unit (Topic)	Length of Instruction (Days/Periods)
1. Introductions	12 days
2. Differentiation	45 days
3. Beef, Pork, Lamb	8 days
4. Poultry	7 days
5. Fish and Seafood	7 days
6. Seasonal	<u>7 days</u>
Total Days	86 Days

Topic: Unit 1 Introductions

Days: 12

Subject(s):

Grade(s):

Know:

Common International
Cooking Terms
Basic food safety and
sanitation (review)

Understand:

Principles of meal
planning and proper
menu format
Importance of planning
and thorough prepping
of a meal for the purpose
of efficiency and a great
end product.

Do:

11.3.12.F – Essential

Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

Topic: Unit 2 Differentiation

Days: 45

Subject(s):

Grade(s):

Know:

Know the Background information of chosen country (geographic location, climate, history, people, religion), meal patterns, culinary specialties, unusual practices or culinary equipment, common foods (meats, herbs, spice, plants, etc)

Understand:

Basic understanding of the culture & culinary background of the countries or regions of the United States chosen by the students in the class.

Do:

11.3.12.F – Essential

Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

Research country or region of the U.S. and present research to the class.

Select and plan menu for peers to prepare that are reflective of the chosen country

Topic: Unit 3 ~ Beef, Pork, Lamb

Days: 8

Subject(s):

Grade(s):

Know:

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.G – Important

Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

The Federal Meat Inspection Act requires all meat to be inspected for wholesomeness, that live animals are inspected and graded, and that meat crossing state lines is inspected. variety meats are edible
 Nutrients gained from eating beef, pork, lamb
 The difference between beef and veal, lamb and mutton
 Which cuts of meat are tender and which are tougher

Where on an animal the different cuts of meat come from (label a 'meat map')
 the difference between prime and choice
 which cooking methods

Understand:

The younger the animal

the more tender the meat

Working muscles (dark meat) are tougher than the supporting muscles (white meat)

Marbling contributes to tenderness

Curing is a method of preserving using ingredients such as salt, sodium, or potassium nitrate, sugar

Do:

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.G – Important

Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Topic: Unit 3 ~ Beef, Pork, Lamb

Days: 8

Subject(s):

Grade(s):

Know:

Understand:

Do:

to use for tough and tender cuts of meat how to thaw red meats while reducing the risks of food borne illness		
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Topic: Unit 4 ~ Poultry

Days: 7

Subject(s):

Grade(s):

Know:

Understand:

Do:

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Poultry is from domestic fowl including chicken, duck, turkey, goose, pheasant, quail, and other rarities
How to thaw poultry, while minimizing the chances for food borne illness

Salmonella can be present in a chicken's reproductive tract (infecting meat and eggs).
Poultry should be fully cooked for consumption. Sanitation is crucial in handling raw product.

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Topic: Unit 5 ~ Fish and Seafood

Days: 7

Subject(s):

Grade(s):

Know:

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.12.G – Important

Analyze the relevance of scientific principles to food processing, preparation and packaging.

How to access PCB and Mercury levels in different fish from various Pennsylvania waters.

Which nutrients fish and seafood offer

White fish has less calories than dark fish
Know the forms or cuts in which fish can be purchased (whole, drawn, steak, fillet, chunk, dressed, sticks, canned)

Which commonly eaten fish are white and which are dark

Examples of shellfish (shrimp, oysters, clams, lobster, crab, scallops, mussels)

That fish is highly perishable: should be used within 2-3 days or

Understand:

Understand the pros and cons of farm raised and wild caught fish or seafood

That fish is naturally tender because it has no connective tissue

That fish is a source of unsaturated fat

Factors that influence the price of fish or seafood (season, region, type)

Criteria consumers should use to determine freshness (firm flesh, fresh-mild aroma, red gills, no slime, bright-clear-round eyes, shiny bright colored skin)
How to tell if fish is done

Garnishing fish dishes are a great idea since it tends to lack color

Do:

11.3.9.B – Important

Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.12.G – Important

Analyze the relevance of scientific principles to food processing, preparation and packaging.

11.3.12.B – Important

Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

11.3.12.A – Important

Analyze how food engineering and technology trends will influence the food supply.

Topic: Unit 5 ~ Fish and Seafood
Subject(s):

Days: 7
Grade(s):

Know:

Understand:

Do:

frozen up to 6 months.
How to thaw fish or
seafood while reducing
the risks of food borne
illness

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Topic: Unit 6 ~ Seasonal

Days: 7

Subject(s):

Grade(s):

Know:

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.G – Important

Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

FOOD PRESERVATION UNIT IN FALL SEMESTER

Open kettle method
Spoiling Organisms (mold, yeast, bacteria, enzymes)
jams, jellies, preserves, conserves, marmalade

CANDY MAKING UNIT IN SPRING SEMESTER

Crystalline: caramels, butterscotch, hard candy
Non-crystalline: fudge, peneuche, divinity
Uncooked: filled chocolates

Understand:

FOOD PRESERVATION:
Boiling water bath is used for high acid foods
Pressure cooker is used for low acid foods

Function of Pectin
Difference in light and heavy syrup

CANDY MAKING UNIT

Crystalline candies have different textures due to the size of the sugar crystals. The smaller the crystal the smoother and creamier the candy.
(Large crystal = rock candy, small crystal = fudge)
Non-crystalline candies have sugar that does not form into crystals.

Do:

11.3.9.A – Important

Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.G – Important

Analyze the application of physical and chemical changes that occur in food during preparation and preservation.