

STATEWIDE COURSE SYLLABUS
Foods and Nutrition 2

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5825 Foods and Nutrition 2

Course Description: Students enrolled in Foods and Nutrition 2 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning , preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Foods and Nutrition 1 is a prerequisite for Foods and Nutrition 2. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level: 9 – 12

Carnegie Units: 1

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Required Prerequisite: Foods and Nutrition 1

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: Topic: NUTRITION

Amount of Time:

State Standard:

1. Apply USDA Dietary Guidelines in planning and preparing foods to meet special nutrition needs.

Indicators:

1. Plan healthy meals for special dietary needs.
2. Identify nutrient requirements for infants, children, and adults.
3. Develop a personal wellness plan.
4. Evaluate food choices for nutrient density.

Amount of Time:

State Standard:

2. Analyze nutritious menus for special occasions, special dietary needs, and large groups.

Indicators:

1. Plan menus according to special occasions, special dietary needs, and large groups.
2. Determine portion sizes and dietary allowances.
3. Analyze food diaries.
4. Identify tools needed to plan a healthy diet.
5. Select nutritious foods.
6. Assess food labels for nutrition content.
7. Compare ethnic, regional, and international foods for nutritional content.

Unit 2: Topic: SAFETY AND SANITATION

Amount of Time:

State Standard:

1. Implement safety and sanitation procedures.

Indicators:

1. Identify safe and unsafe food handling practices.
2. Demonstrate essential personal hygiene practices.
3. Receive, prepare, store, and serve safe and sanitary foods.
4. Evaluate safe and sanitary work environment.
5. Describe methods of cleaning and sanitizing equipment.
6. Identify food borne illnesses.
7. Demonstrate the hand washing techniques.

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8. Demonstrate appropriate procedures for administering first aid.

Amount of Time:

State Standard:

3. Explain the role of government agencies in regulating practices to keep the food supply safe.

Indicators:

1. Identify different government agencies.
2. Examine food legislation and policies.
3. Analyze the functions of state and local agencies.
4. Develop a list of laws that govern the way food is grown, processed, packaged, and labeled.

Unit 3:Topic: CONSUMER DECISIONS

Amount of Time:

State Standard:

1. Compare factors that affect consumer food purchases.

Indicators:

1. Compare cultural factors that influence food purchases.
2. Differentiate between family customs.
3. Research different lifestyle influences on food purchases.
4. Analyze different environmental influences that contribute to food purchases.
5. Create advertisements that represent various strategies used to influence buying.
6. Evaluate budgets based on established criteria.
7. Develop a healthy diet plan.

Amount of Time:

State Standard:

2. Analyze consumer decisions when eating out.

Indicators:

1. Evaluate dining facilities for safety and sanitation.
2. Contact local health authorities if illness is experienced after eating from a restaurant.
3. Identify healthy menu items.
4. Communicate questions, concerns and requests appropriately.
5. Request nutritional information about menu items to make healthy food choices.
6. Calculate total bill and tips.
7. Demonstrate proper etiquette.
8. Identify factors affecting the food budget.

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9. Compare characteristics of dining facilities.

Amount of Time:

State Standard:

3. Analyze food labels to evaluate nutritional content.

Indicators:

1. Recommend different foods for special dietary needs based on nutrition information.
2. Develop a healthy eating plan.
3. Categorize food label information.
4. Research requirements for food labels.
5. Determine which government agency is responsible for food labeling for various foods.
6. Examine food containers and list information found on the containers.
7. Distinguish between required information and advertising tactics

Unit 4: Topic: MEAL PREPARATION

Amount of Time:

State Standard:

1. Demonstrate basic culinary techniques in food preparation.

Indicators:

1. Plan menus incorporating a variety of foods.
2. Demonstrate various culinary techniques.
3. Define culinary terms.
4. Describe different ethnic, regional, and international foods.

Unit 5: Topic: TABLE SERVICE AND ETIQUETTE

Amount of Time:

State Standard:

1. Design table settings and service for various occasions.

Indicators:

1. Describe different table settings.
2. Demonstrate quality service.
3. Illustrate table setting for various occasions.
4. Compare table settings from various cultures and ethnicities.
5. Explain dining etiquette for culturally diverse groups.
6. Select and care for table linen.
7. Create various centerpieces.

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Unit 6: Topic: CAREERS

Amount of Time:

State Standard:

1. Identify career opportunities in the foods and nutrition fields based on personal interests.

Indicators:

1. Identify career opportunities in the foods and nutrition industries.
2. Research the qualifications for various employment opportunities.
3. Explain effective job search procedures.
4. Identify work behaviors and personal qualities that lead to job retention.
5. Describe professional attire for various foods and nutrition careers.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Physical Science	Precalculus	Health

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Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

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Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<p>Core Subjects and 21st Century Themes</p> <ul style="list-style-type: none"> • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics 	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations • Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • Communication and Collaboration Communicate Clearly Collaborate with Others
<p>Information, Media and Technology Skills</p> <ul style="list-style-type: none"> • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability Adapt to Change Be Flexible • Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners • Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams • Productivity and Accountability Manage Projects Produce Results • Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

If you have any questions refer to the contact information on page one. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____

Date: _____

Student Printed Name: _____

Parent Signature: _____

Date: _____

Parent Printed Name: _____