

***CTE Standards Unpacking  
Fundamental Food Concepts***

**Course:** Fundamental Food Concepts

**Course Description:** Fundamental Food Concepts will explore safe and effective basic food preparation. Students apply food selection and preparation guidelines.

**Career Cluster:** Hospitality and Tourism

**Prerequisites:** N/A

**Program of Study Application:** Fundamental Food Concepts is a cluster course in the Hospitality and Tourism career cluster.

<b>INDICATOR #IFP 1: Students will demonstrate food safety and sanitation procedures.</b>		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Apply established safety rules and guidelines to maintain a safe working environment		
<b>SUB-INDICATOR 1.1 (Webb Level: 1 Recall):</b> Identify proper first-aid procedures for cuts, burns, and electrical shock		
<b>SUB-INDICATOR 1.2 (Webb Level: 1 Recall):</b> Identify health and hygiene best practices for food handling, e.g. handwashing; grooming and hygiene		
<b>SUB-INDICATOR 1.3 (Webb Level: 1 Recall):</b> Identify and apply sanitation rules and regulations		
<b>SUB-INDICATOR 1.4 (Webb Level: 1 Recall):</b> Identify methods that prevent food-borne illnesses and contamination		
<b>Knowledge (Factual):</b> -Cross-contamination  - Temperature danger zone  -Safe lab practices  - Common kitchen accidents and how to prevent them  - Basic First Aid  - Proper Handwashing  - Food-borne illness basics  -Proper food storage and handling	<b>Understand (Conceptual):</b> -Proper food storage is essential to quality and safety of food  -Handwashing is a must  -Lab rules are written to keep people safe  -There are standard First Aid procedures to follow when caring for electrical shock, cuts, and burns.  -Poor sanitation can result in illness, fines, restaurant closures, loss of business, damaged reputation and more.	<b>Do (Application):</b> - Create a poster about lab safety rules  -Demonstrate proper hand washing by using the Glow Germ Kit  -Identify safety dangers in a lab setting  -Match the food borne illness to symptoms and causes  -Classify foods by storage requirements

<p><b>Benchmarks:</b> Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>Distinguish between safe and unsafe lab practices.</li> <li>Solve common kitchen safety and sanitation problems</li> </ul>	
<p><b>Academic Connections</b></p>	
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA - CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA -Read safety guidelines and examine a lab environment to identify pieces of a dangerous kitchen scenario. Reflect on the safety violations either as a class or in a small group setting.</p>

<p><b>INDICATOR #IFP 2: Students will apply skills related to kitchen equipment and management.</b></p>		
<p><b>SUB-INDICATOR 2.1 (Webb Level: 1 Recall):</b> Identify types, use and care of kitchen equipment</p>		
<p><b>SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):</b> Identify food measurement terminology and abbreviations</p>		
<p><b>SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept):</b> Demonstrate proper measuring techniques</p>		
<p><b>SUB-INDICATOR 2.4 (Webb Level: 1 Recall):</b> Apply mathematic concept through equivalents, recipe adjustments and conversions</p>		
<p><b>SUB-INDICATOR 2.5 (Webb Level: 1 Recall):</b> Identify basic food preparation terminology</p>		
<p><b>SUB-INDICATOR 2.6 (Webb Level: 2 Skill/Concept):</b> Practice management skills, e.g. shopping lists, table settings, time management, budgeting, nutritional needs</p>		
<p><b>Knowledge (Factual):</b> -Dry vs. wet ingredient measurement  -Common household kitchen equipment (large &amp; small)  -Equivalents (e.g. # of tsp. in T)</p>	<p><b>Understand (Conceptual):</b> -Improper use and care of kitchen equipment can pose dangers.  -Dry ingredients are measured differently than wet ingredients.  -Recipes can be adjusted to feed fewer or more people.</p>	<p><b>Do (Application):</b> -Search for kitchen equipment and identify use.  -Organize kitchen equipment based on task  -List the steps to measure a specific ingredient</p>

<ul style="list-style-type: none"> <li>-Conversion of recipes such as double and/or <math>\frac{1}{2}</math> recipes</li> <li>-Basic food terminology</li> <li>-Proper table setting</li> </ul>	<ul style="list-style-type: none"> <li>-Food terms provide direction for food preparation</li> <li>-A well-managed kitchen can help save time and money.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a poster that illustrates proper food prep terms.</li> <li>-Practice mathematical adjustments to recipes</li> <li>-Set a proper table</li> <li>-List food items needed for a recipe</li> </ul>
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**Benchmarks:**

*Students will be assessed on their ability to:*

- Choose the proper tools, measurements, and equipment for a given task.
- Write a shopping list that indicates proper foods and amounts to execute a recipe.
- Using proper conversions, alter a recipe to fit needs of a given scenario.

***Academic Connections***

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
<p>Mathematics</p> <ul style="list-style-type: none"> <li>- CCSS.MATH.CONTENT.HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</li> <li>- CCSS.MATH.CONTENT.HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</li> <li>- CCSS.MATH.CONTENT.HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>-Accurately measure food and determine appropriate foods units for a given recipe.</li> <li>-Convert from one unit of measurement to another.</li> <li>-Calculate the cost of a shopping list, following a budget, including appropriate application of sales tax.</li> </ul>

**INDICATOR #IFP 3: Students will apply food selection and preparation guidelines while preparing foods.**

**SUB-INDICATOR 3.1 (Webb Level: 1 Recall):** Identify components of selecting food products

<p><b>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept):</b> Demonstrate preparation methods for basic food products, e.g. quick breads, yeast breads, eggs, fruit smoothies, soups, salads, open-faced sandwiches</p>		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Use or Sell By Dates</li> <li>-Signs of quality foods</li> <li>-Basic preparation methods</li> </ul>	<p><b>Understand (Conceptual):</b></p> <ul style="list-style-type: none"> <li>-Different food preparation methods result in different end products.</li> <li>-Food quality has an impact on the final product.</li> <li>-Different foods have unique indicators of quality.</li> </ul>	<p><b>Do (Application):</b></p> <ul style="list-style-type: none"> <li>-Shop for quality foods during a field trip to the grocery store</li> <li>-Prepare food items based on assigned method or techniques</li> </ul>
<p><b>Benchmarks:</b>  <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Compare and identify signs of quality for a given food.</li> <li>• Show how to properly apply preparation methods for basic food products.</li> </ul>		
<p><b>Academic Connections</b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA          - CCSS.ELA-LITERACY.RST.9-10.3          Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA          -Read and follow the steps of a recipe with accuracy.</p>	
<p><b>INDICATOR #IFP 4: Students will identify career pathways within the food service industry.</b></p>		
<p><b>SUB-INDICATOR 4.1 (Webb Level: 1 Recall):</b> Recognize employment opportunities within the food service industry</p>		
<p><b>SUB-INDICATOR 4.2 (Webb Level: 1 Recall):</b> Explore education and training opportunities in the food service industry</p>		

<p><b>Knowledge (Factual):</b> -Hospitality, Tourism, and Recreation Cluster</p> <p>-Restaurant &amp; Food/Beverage Services Pathway</p> <p>-Internship, apprenticeship, and shadowing opportunities</p> <p>-Culinary training and certifications</p>	<p><b>Understand (Conceptual):</b> -There are multiple career opportunities in the food service industry</p> <p>-There are many pathways to success in the field of food service</p>	<p><b>Do (Application):</b> -List careers opportunities in the food service industry</p> <p>-Find video clips of various food service careers</p>
<p><b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify two careers within the food service industry and evaluate the costs/benefits of the positions.</li> <li>• Share information about the training necessary for a particular food service career</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA - CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Mathematics -CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA -Using SDMyLife, research and write a short career report citing details and evidence found on SDMyLife.</p> <p>Mathematics -Students will view data related to job growth within the foodservice industry and evaluate the need for workers in the chosen career.</p>	

**Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.



- SDMyLife
- Food for Today - textbook
- Guide to Good Food - textbook
- USDA – Science and Our Food Supply
- Glow Germ