



# Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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District Intermediate <u>Food &amp; Nutrition II (20.0118)</u> <u>(District)</u> 2014-2015 <u>Collaboration</u>	Unit <u>Kitchen Management</u> (Week 1, 3 Weeks)	Course Standards and Objectives UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 1 Students will review and apply the skills of kitchen management, safety and sanitation.  <ul style="list-style-type: none"> <li>▪ Objective 1: Identify food safety and sanitation rules and guidelines to maintain a safe working environment.               <ul style="list-style-type: none"> <li>a. Review food borne illness sources, symptoms and preventions. • Cross-contamination • Proper thawing of food and refrigerator placement • Danger zone (41-135 degrees) • Internal food temps: • Ground meats (pork, beef, veal, lamb) – 160 degrees • Seafood, beef, veal, lamb – 145 degrees • All Poultry (whole or ground) – 165 degrees • Pork-160 degrees • Reheat temp – 165 degrees</li> <li>b. FIFO – First in and First Out is a method of storage for home and restaurants</li> <li>c. Identify and demonstrate the importance of personal hygiene • Hand washing • Hair covering or tied back • Uniform – apron/chefs jacket/lab coat • Discuss use of gloves – use/change (any food that won't be heated again before serving, handling of protein both raw and cooked)</li> <li>d. Demonstrate disinfection of work surfaces • Clean means to remove visible soil and food particles • Sanitize means to use moist heat or chemical agents to reduce pathogens</li> <li>e. Apply established safety rules and guidelines to maintain a safe working environment. • Basic first aide/cuts and burns • Fire prevention and safety</li> </ul> </li> <li>▪ Objective 2: Identify and explain the appropriate safe use and care of kitchen equipment.</li> <li>▪ Objective 3: Select appropriate equipment to use for specific product preparation and culinary applications.               <ul style="list-style-type: none"> <li>a. Chefs Knife – shape and how to hold a. Sanitation and storage of knives</li> </ul> </li> </ul>	Content  <b>Cross Contamination:</b> The movement of chemicals or microorganisms from one item to another.  Food is most safely thawed in the refrigerator 1-3 days before you plan to use it. Food can be defrosted in the microwave or in a sink of cool, running water, but should be used immediately. Food that is thawing should be placed in a container and on the bottom shelf in the refrigerator so that it is not dripping.  The <b>danger zone</b> in which bacterial growth takes place rapidly in food is between <b>41</b> and <b>135</b> degrees. Food should not be left at this temperature for very long. Anything left in the danger zone for more than 2 hrs. is dangerous.  <u><b>Internal Food Temperatures:</b></u>  Ground meats (pork, beef, veal, lamb)-155 degrees  Seafood, beef, veal, lamb-145 degrees  All Poultry (whole or ground)-165 degrees  Pork-160 degrees  Reheat temperature-165 degrees  <b>FIFO:</b> Stands for <b>first in, first out</b> . The system of rotating food so all stock is used up. The first stock in is the first stock to be used. This method is used in restaurants and homes to make sure that food does not get too old on shelves.  Most food borne illnesses could be prevented by practicing proper sanitation, proper storage, and proper cooking times and temperatures.	Skills  Students will demonstrate proper personal hygiene, kitchen safety, and sanitation.  Students will demonstrate appropriate safe use and care of kitchen equipment.  Students will identify and demonstrate 4 of the 6 knife cuts.  Julienne, Brunoise, Small Dice, Medium Dice, Chiffonade, Diagonal. A rubric will be used to grade knife cuts.  Students will apply appropriate abbreviations, techniques, equivalents, recipe-size adjustments, and proper measuring techniques.  Students will adjust a 4 serving recipe to serve: 2, 8 and 16 with 80% accuracy.	Vocabulary  Cross-contamination  E Coli  Salmonella  Hepatitis A  Botulism  Staphylococcus  Danger Zone  FIFO  Personal Hygiene  Sanitize  Clean  Julienne  Brunoise  Small Dice  Medium Dice  Chiffonade  Diagonal
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- b. Paring Knife – peeling and garnishing
- c. Cutting board – stabilization and designation of use
- d. Stand electric mixers (i.e. Kitchen Aide, Bosch)
- e. Food processor, blender, immersion blender
- f. Internal temp thermometers/calibration
- Objective 4: Identify and demonstrate different knife cuts - Julienne, Brunoise, Small Dice, Medium Dice, Chiffonade, Diagonal.
- Objective 5: Review and apply appropriate abbreviations, techniques, equivalents, calculate recipe-size adjustments, and proper measuring techniques with correct equipment.
  - a. All tablespoon equivalents to 1 cup b.  $\frac{3}{4}$  cup =  $\frac{1}{2}$  cup +  $\frac{1}{4}$  cup
  - c. Cups/pints/quarts to gallons
  - d. 3 tsp = 1 tbsp

**Proper sanitation:**

- Workers should tie long hair back or wear a hair net.
- Workers should wear a clean apron or lab coat to prevent cross contamination.
- Gloves should be worn when there is an open wound on your hands. It is an appropriate practice to wear gloves when serving food and setting up for meals. Use gloves when food is not going to be heated up again before serving. Use gloves when handling cooked and raw proteins.
- Hands should be washed for a minimum of **20 seconds** with warm water and soap. Hands should be washed when changing tasks, after handling raw meat or poultry, after using restroom, after touching hair or face, and after cooking.
- You should sneeze or cough into your shoulder or elbow to avoid spreading pathogens.
- Garbage should be thrown away and work surfaces cleaned and sanitized to prevent pest invasion and cross contamination.
- Don't reuse a spoon that has been used for tasting. Use a clean spoon.

**Clean:** to remove visible soil and food particles from dishes or countertops.

**Sanitize:** to use a chemical agents or moist heat to reduce pathogens.

**E Coli** is most commonly associated with undercooked ground beef, but it may also be found in anything that is grown from contaminated water and ground. It may also be found in unpasteurized milk, apple cider or juice. Symptoms: low fever, nausea, vomiting, stomach cramps, bloody diarrhea. Cooking food properly at right temperatures for the right amount of time can help eliminate most threats of e coli.

**Salmonella:** Most commonly associated with poultry and poultry products. Symptoms: nausea, fever, vomiting, diarrhea, abdominal cramps. Use proper sanitation, proper cooking time and internal

temperatures.

**Staphylococcus:** Bacteria found on skin. Can be transmitted to food by coughing or sneezing on food. Can come from open wounds on hands. Symptoms: nausea, vomiting, diarrhea, dehydration. Use proper sanitation and proper cooking and cooking times.

**Hepatitis A:** Comes from improper sanitation and hygiene by a human. Symptoms: inflammation of liver. Fatigue, loss of appetite, nausea, diarrhea, abdominal cramps, fever, jaundice.

Workers must use proper handwashing techniques to avoid spreading hepatitis through food. Use proper cooking temperatures and cooking times.

**Botulism:** Comes from improperly processed canned foods, especially low acid foods like green beans. Symptoms: double vision, blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, muscle weakness, paralysis of muscles, breathing airways. Proper heating and cooking times are necessary to prevent botulism. Canned foods must be heated at high enough pressure for the right amount of time to eliminate botulism threats.

### **Safety Rules**

To prevent fires:

Do not leave food unattended.

Keep flammable materials away from open flames and electric elements.

Use hot pads when working with gas flames instead of dish towels.

To put out a grease fire, smother the fire with baking soda or salt. Another option is to use a kitchen fire extinguisher if available. If the fire is in a pan and you have a lid available, cover the pan with the lid until flame is extinguished.

To prevent cuts:

Use sharp instead of dull knives.

Wash and store knives separately.

Use the right size knife for the task.

Use a cutting board instead of holding food in your hand.

Cut away from yourself.

Don't pick up broken glass with your hands.

Don't pry lids with a knife.

Knives should be stored in a knife block or a separate container,

First aid for cuts:

Clean wound out and apply a bandage. If there is a more serious cut with profuse bleeding, apply pressure with a clean cloth and get medical attention.

First aid for burns:

Run cold water over the area for minor burns. Anything more serious should receive medical attention.

KITCHEN EQUIPMENT:

Chef's knife-recognized by the large, triangular blade. It should be held with the fingers behind the finger guard. Cutting should be done on a cutting board. This knife is used for chopping and dicing food. It can be used for cutting meat or poultry. Knife should be cleaned with hot soapy water and sanitized after use and before switching tasks.

Paring knife-used for peeling and garnishing. This knife is used for cutting small food items such as strawberries.

Cutting board: Cutting boards should be used instead of countertops when chopping, dicing, or

slicing foods. It should be made of a material that can be sanitized. Cutting boards can be stabilized by putting a damp washcloth underneath the board.

Stand electric mixers-used in food production for cakes, cookies, pies, muffins, etc. Whipping and creaming are examples of processes done with a stand mixer.

Food processor-Used to quickly shred, slice food in large quantities.

Blender: Used for blending drinks, pureeing vegetables such as tomatoes.

Immersion blender: Used for blending drinks and sauces.

Thermometers should be used to measure the internal temperature of food to ensure proper temperatures. Chef's usually keep one in their pocket to ensure proper temperatures have been achieved and maintained. To calibrate a thermometer, put distilled water into a pan and bring the water to a boil. Insert the thermometer and see if it is +/- 2 degrees from 212. Adjust recipe temps as needed. Some thermometers have a screw on them and you can turn the screw to adjust it accordingly.

#### **KNIFE CUTS:**

- **Julienne:** Cuts are 1/8 x 1/8 x 2-inch thick matchstick-shaped cuts. Carrots are often cut julienne.
- **Brunoise:** cuts are 1/8 x 1/8 x 1/8-inch thick cubes. These are often cut after vegetables have been cut julienne.
- **Small dice:** cut 1/4 x 1/4 x 1/4 -inch cubes using a chef's knife.
- **Medium dice:** cut into 1/2 x 1/2 x 1/2 inch cubes using a chef's knife.
- **Chiffonade:** finely sliced or shred leafy vegetables or herbs . Known as ribbon cuts.
- **Diagonal:** Slice vegetable with the knife at an angle creating an oval or elongated slice of cylindrical fruit or vegetable.

Abbreviations:

2 Tbsp.=1/8 C.

4 Tbsp.=1/4 C.

5 1/3 Tbsp.=1/3 C.

1/2 C. + 2 Tbsp.= 5/8 C.

8 Tbsp.=1/2 C.

12 Tbsp.=3/4 C.

16 Tbsp.=1 C.

Most efficient way to measure 3/4 C. is 1/2 C. + 1/4 C.

2 C.= pint

4 C.= quart

4 qts.=gallon

3 tsp.= 3 Tbsp.

Measuring spoons are for measuring small amounts such as spices.

Dry (nested) measuring cups are used to measure dry ingredients such as flour, sugar.

Liquid measuring cups are usually clear glass or plastic and are used to measure liquids such as milk, water, broth, etc. Liquids are measured on a flat surface at eye level.

## Culinary

### Vocabulary

(Week 3, 3 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011  
STANDARD 9 Define and utilize culinary vocabulary.

- a. Bacteria
- b. Clean and sanitized
- c. FIFO – first in first out
- d. Pathogens
- e. Mise en place

- **Bacteria:** Tiny single-celled microorganisms that can make people very sick.
- **Clean:** Means to remove visible soil and food particles.
- **Sanitize:** Use Moist heat or chemical agents to reduce pathogens.
- **FIFO:** First in, first out-the system of rotating stock in which items that are stored first are used first.

Students will utilize culinary vocabulary.

Bacteria

Students will complete the unit test.

Clean and sanitized

FIFO – first in first out

Students will take the State Competency

Pathogens

- f. yield
- g. blanching
- h. braising
- i. broiling
- j. grilling
- k. roasting
- l. sauté
- m. stir frying
- n. Bechamel mother sauce
- o. Veloute mother sauce
- p. Espagnole mother sauce
- q. Tomato mother sauce
- r. Hollandaise mother sauce
- s. Mirepoix
- t. Roux
- u. Stock
- v. Caramelization
- w. Al dente
- x. Legumes
- y. Cross-contamination
- z. Danger zone
- aa. Salmonella
- bb. E-coli
- cc. Botulism

- **Pathogens:** Any disease producing agent, especially a virus, bacterium, or other microorganisms.
- **Mise en place:** A French term that means "to put to place." Assembling all necessary ingredients, equipment, tools, and serving pieces to prepare food.
- **Yield:** The number of servings, or portions, that a recipe produces.
- **Blanching:** Using the boiling method to partially cook food. Food is usually submersed in an ice water bath to stop cooking.
- **Braising:** A long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food.
- **Broiling:** A dry heat method in which food is cooked directly under a primary heat source.
- **Grilling:** Foods are cooked on a grill like surface above a heat source.
- **Roasting:** A dry heat method where food is cooked surrounded by heat in an oven.
- **Sauté:** Cooking food in a small amount of fat in a skillet over moderate heat.
- **Stir Frying:** Stirring small pieces of food over high heat in a small amount of fat/oil just until tender.
- **Mirepoix:** A mixture of coarsely chopped vegetables and herbs. "The trinity" is usually carrots, onions, and celery.
- **Mother Sauces:** Used to create hundreds of other sauces just by adding other ingredients.
- **Roux:** A cooked mixture made from equal parts of fat and flour-used to thicken soups and sauces.
- **Stock:** The liquides that form the foundation of sauces and soup-such as chicken or beef.
- **Béchamel mother sauce:** basic French white sauce made with milk and a thickener(roux).
- **Veloute mother sauce:** French term meaning "velvety." Thickened light-colored stock with a light colored roux.
- **Espagnole mother sauce:** French term for "Spanish sauce." Contains some type of tomato products and few added seasonings.
- **Tomato mother sauce:** Simmering a

Test.

Mise en place  
yield  
blanching  
braising  
broiling  
grilling  
roasting  
sauté  
stir frying  
Béchamel mother sauce  
Veloute mother sauce  
Espagnole mother sauce  
Tomato mother sauce  
Hollandaise mother sauce  
Mirepoix  
Roux  
Stock  
Caramelization  
Al dente  
Legumes  
Cross-contamination

tomato product with flavorings, seasonings, and stock or another liquid. Tomato paste is thickener.

- **Hollandaise mother sauce:** French term for "Dutch." Made from emulsified egg yolks, clarified butter, seasonings, and often lemon juice.
- **Carmelization:** The process of cooking sugar to high temperatures. Can also mean cooking onions until golden brown.
- **Al Dente:** An Italian term meaning "to the bite." To cook pasta so that it is not too soft or overdone. Can be used for rice and beans.
- **Legumes:** A group of plants that have double-seamed pods containing a single row of seeds. (beans, peas, lentils, etc.)
- **Cross-Contamination:** Contamination caused by the movement of chemicals or microorganisms from one place to another.
- **Danger Zone:** The temperature at which bacterial growth takes place rapidly in food. Between 41 and 135 degrees Fahrenheit.
- **Salmonella:** Bacteria most commonly associated with poultry and poultry products.
- **E Coli:** Bacteria commonly found in undercooked ground beef, unpasteurized milk, apple cider or juice, mayonnaise, lettuce, melons, fish from contaminated water.
- **Botulism:** Bacteria found in improperly processed canned food (low acid)
- **Hepatitis A:** Virus that comes from human contact (improper sanitation or poor hygiene) with food.
- **Staph:** From staphylococcus aureus-type of bacteria on skin that enters wound and causes infection. Can lead to food poisoning. Can come from coughs and sneezes onto food.
- **Fermentation:** The process in which yeast breaks down sugars into carbon dioxide and alcohol-used for raising yeast breads.
- **Kneading:** To work dough with hands until it is smooth and elastic.
- **Proofing:** The fermentation stage that allows the leavening action of the yeast to achieve its final strength before the yeast cells are killed by hot oven temperatures.

Danger zone

Salmonella

E-coli

Botulism



**Salads**  (Week 5, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011  
STANDARD 2 Students will demonstrate food preparation techniques and nutrition of salads.

- Objective 1: Identify and perform salad preparation skills.
- a. Identify classifications of salad dressings – mayonnaise based, vinaigrette (3 oils to 1 vinegar ratio)
- Objective 2: Identify structure and arrangement and service of a salad.
  - a. Freshness
  - b. Color
  - c. Texture
  - d. Ingredients should be well drained, cut into convenient eating size, prepared right before serving dressing procedures.
- Objective 3: Demonstrate knife skills and cutting techniques in salad making techniques (FNII 1.4)
- Objective 4: Identify the nutrients found in salads and incorporate guidelines from MyPlate.
  - a. Carbohydrates (fiber) – pasta, potatoes
  - b. Fats - dressings
  - c. Protein – meats, cheese, eggs
  - d. Minerals – fruits and vegetables (fiber)
  - e. Vitamins – Fruits and vegetables (fiber)
- Objective 5: Identify classification of salads—appetizer, accompaniment, main dish, dessert.
  - a. Pasta
  - b. Gelatin
  - c. Protein
  - d. Vegetable
  - e. Fruit

(bread dough rises)

- **Shaping:** The process of forming dough into distinctive shapes associated with yeast breads (rolls, loaves, etc)
- **Baking/oven spring:** The sudden rise and expansion of dough as the yeast reacts with the heat of the oven.

**Classifications of dressings:**

Mayonnaise based-Ranch, blue cheese

Vinaigrette- 3 parts oil to 1 part vinegar. Raspberry vinaigrette

Fruit-pureed fruit or fruit juice

**Classification of salads:**

Pasta

Gelatin

Protein

Fruit

Vegetable

**Parts of a salad:**

- Base-the part of a salad on which the rest of the salad is built. Example: lettuce
- Body-features the other main ingredients. Examples carrots, tomatoes, etc.
- Dressing-the sauce that holds the salad together and adds flavor. Example: Ranch
- Garnish-a colorful element that adds eye-appeal to the plate. Example: parsley, radish rose, croutons.

**Categories of Salads:**

- Appetizer
- Side dish or accompaniment

Students will prepare and present a salad and dressing.

- Vinaigrette
- Emulsions

Students will demonstrate knife skills and cutting techniques in preparing a salad.

Students will identify structure, arrangement and service of a salad.

Students will identify classes of salads

Students will identify nutrients found in salads according to MyPlate.

- Main dish-usually contains some sort of protein (i.e. Chef or taco salad)
- Dessert-often has whipped cream base and contains fruits, nuts, gelatin, or a combination of similar ingredients.

#### **Purpose of Salad Dressing:**

- Add flavor
- Hold salad together
- Add moisture

#### **Principles of Salad making:**

- Make sure the ingredients are fresh and of good quality.
- The ingredients should be a good color and have the right texture. Have a variety of color and textures to add interest to dish.
- Ingredients should be well-drained and cut into convenient eating size.
- Salads should be dressed right before serving

#### **Nutrition and Salads:**

The ingredients you use will determine the nutrients you will obtain from your salad. Consider as many areas of MyPlate as you possibly can when you create your salad to increase nutrient content.

- Carbohydrates, fiber: Pasta, potato salads, gelatin
- Fats: Dressings
- Protein: Meat, cheese, fish, eggs, nuts
- Minerals, fiber: Fruits and vegetables
- Vitamins, fiber: Fruits and vegetables

#### **Emulsions:**

- **Temporary emulsion:** When oil and vinegar are whisked together it will form a temporary emulsion. It will separate after sitting and the oil will float on top.
- **Permanent emulsion:** Eggs are added to oil and vinegar in order to create a permanent emulsion. It keeps the oil from

## Soups and

## Sauces

(Week 7, 3 Weeks)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011  
STANDARD 3 Students will demonstrate food preparation and nutrition of soups and sauces.

- Objective 1: Identify and prepare the two basic types of soup (cream and stock).
- Objective 2: Identify and prepare a cream based soup.
  - a. Apply and prepare a béchamel based sauce (white sauce – a mother sauce)
  - b. Explain the thickening agent for a béchamel sauce is a roux
- Objective 3: Identify and prepare a stock based soup
  - a. Apply and prepare a liquid from cooking meat, poultry, fish and vegetables using a mirepoix.
- Objective 4: Identify how soups may be served as different parts of a meal incorporating guidelines from MyPlate. (appetizer, side, main course and dessert)
- Objective 5: Identify and apply proper storage of soups
  - a. Shallow containers cool soups quickly
- Objective 6: Demonstrate knife skills and cutting techniques in soup making techniques.
- Objective 7: Identify the five Mother sauces used in standard home and restaurant cooking.

floating back to the top.

### There are 2 categories of soup:

- Stock based soups-made of stock such as chicken or beef. Examples are chicken noodle, vegetable beef.
- Milk or cream based soups-the base is milk or cream and is thickened with a roux. Examples are cream of mushroom and clam chowder.

A **roux** is a mixture in equal weights of melted fat (such as butter, margarine, chicken fat, meat drippings, etc.) mixed with flour. This is used to thicken milk and cream based soups. This is the thickener for a béchamel sauce. There are white, blond, and brown roux. The difference in color comes from cooking the roux after the melted fat and flour are combined.

A **mirepoix** is a mixture of coarsely chopped vegetables and herbs used to create soup. You would find this often in stock based soups such as vegetable beef.

### Soup Nutrients:

- The nutritional value of your soup is determined by the ingredients that you use. Incorporating foods from each area of MyPlate can increase variety and increase nutrition.
- If you use meat, cheese, milk, or beans you will obtain proteins, fats, vitamins, and minerals from your soup.
- If you use noodles or rice you will obtain primarily carbohydrates but will also get vitamins and minerals, fiber.
- If you use vegetables you will get vitamins, minerals and fiber.

### Uses for Soup in a Meal:

- Main Course, or to create a main dish such as a casserole.
- Appetizer
- Side dish (such as a soup and sandwich)

Students will prepare a cream based soup with béchamel sauce using a roux.

Roux  
Mirepoix

Students will prepare a stock based soup including a mirepoix, demonstrating proper French knife techniques.

Clarify  
Curdle  
Cream based soup

Students will identify ways that soup can be used in a meal.

Stock based soup

### Mother Sauces:

Students will identify proper storage of soups.

Hollandaise Sauce  
Veloute Sauce

Students will identify the 5 mother sauces.

Espangole Sauce  
Tomato Sauce

Béchamel Sauce

- Dessert-usually a chilled fruit soup.

Main course soups or main dish soups are usually more nutritious than appetizer soups since they usually contain more ingredients.

The type of meal you are creating will determine the type of soup you would want to use. A light meal where soup is the focus would require a hearty soup such as clam chowder. If you are serving a hearty meal where soup is an accompaniment, you would want to serve a light soup such as french onion.

Soup is served at the beginning of a meal to stimulate the appetite. This gets the digestive juices flowing to the stomach so that it is ready to receive the main course.

#### **Soup Stock:**

To make soup stock put some bones and/or meat into a large stock pot. Cover with water and add seasonings. Bring to a boil and then simmer until the meat is tender or the bones have released their juices into the water. Clarify if necessary.

Chicken, beef, seafood, pork, wild game, fish and vegetables can be used for making stock.

**Clarify:** To clarify soup stock put in some beaten egg whites or use egg shells. The "floaties" (cooked blood or fat globs) will stick to the cooked egg whites or the shells. Pour into a strainer.

When working with milk or cream based soups you want to avoid **curdling** it. This is caused by using too high of heat, cooking it too long, or introducing acids into the milk. **Curdling**

means the milk separates into solids and liquids.

**Garnishes** are used to make soup more attractive or eye-appealing.

- cilantro, parsley, grated cheese, sour cream dobs, tortilla chips, fruit twists, paprika, etc. can be used as garnishes.

There are five mother sauces. They can be used to make hundreds of other types of sauces. The five sauces are Espagnole, Hollandaise, Veloute, Béchamel, and Tomato.

- Béchamel-milk, thickener is white roux, color is white.
- Espagnole-brown stock, thickener is a brown roux, brown in color.
- Tomato-tomatoes, thickener is tomato paste, red in color.
- Hollandaise-clarified butter, egg yolk is thickener, yellow in color.
- Veloute-white stock, thickener is a blond roux.

Compound sauces are mother sauces with other ingredients and added to them.

Béchamel---cheddar cheese

Espagnole---mushrooms

Tomato---hamburger

Hollandaise---Bearnaise (egg)

Veloute---cream

**Storage of soup:**

Soup should be broken down into shallow containers and placed into the refrigerator. This helps cool the soup more quickly so that it is out of the danger zone.

**Casserole:** A casserole is a one dish meal made up of two or more foods held together with a sauce.

Students will plan and prepare a casserole using a béchamel or tomato-based mother sauce.

Tomato mother sauce

Casserole

**Advantages of Casseroles:**

- Nutritious and Delicious.
- Fairly inexpensive.
- Can use leftovers or whatever you have on hand.
- Time saver/quick.
- Many recipes available.
- Easy to make.
- Can be made ahead and frozen for later.

Students will demonstrate proper knife skills and techniques in the preparation of a casserole.

**Parts of casseroles:**

Extenders

Toppings

Proteins



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 4 Students will demonstrate food preparation and nutrition of casseroles.

- Objective 1: Identify, prepare and evaluate casseroles utilizing guidelines from MyPlate.
- Objective 2: Define casseroles and the qualities/nutrients of casseroles: easy, time saver, complete meal in a dish, economical, large variety can be made ahead and stored in refrigerator/freezer, require little supervision during baking;

- served in same dish baked in; leftovers easy to use.
- Objective 3: Identify protein and its function as the main ingredient; meat, fish, egg, dried beans, cheese
- Objective 4: Identify carbohydrate/starch and its function as extender
  - a. Undercook rice and pastas so they can continue to cook during the baking process
- Objective 5: Identify vegetables and function as it adds contrast in color and texture
- Objective 6: Identify the binder as the sauce, which hold ingredients together (Béchamel or Tomato mother sauce can be applied here)
- Objective 7: Identify casserole toppings used for color, variety in texture; protects protein ingredients (note common toppings).
- Objective 8: Demonstrate knife skills and cutting techniques in casseroles making techniques mother sauce.

- Don't require a lot of supervision.
- Don't require a lot of skill to make.
- Make, bake and serve in same dish.

**Parts of a Casserole:**

- Proteins-main ingredient. Can be meat, beans, eggs, cheese, fish.
- Toppings-grated cheese, bread crumbs, crushed potato chips-protects proteins. Adds color, texture and nutrition.
- Binder: holds the casserole together. Could be soup or sauce.
- Extenders-make the casserole go further. Usually carbohydrate foods like rice, noodles, or tortillas. Rice and pastas are slightly undercooked to allow continued cooking while casserole is baking.
- Vegetables can be added for extra nutrition, color and variety in casseroles.

Students will identify the parts of casseroles and define how they function. Sauces

Students will identify nutrients found in casseroles.



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 5 Students will explore health concerns incorporating guidelines from MyPlate and current dietary guidelines throughout the life cycle.

- Objective 1: Identify the changing nutritional needs across the life cycle.
  - a. Child (12 months to 11yrs)
  - b. Adolescence (12 to 21)
  - c. Adult (22 to 60)
  - d. Elderly (60+)
  - e. Use MyPlate and current dietary guidelines to assess nutritional needs based on age, gender and activity level.
- Objective 2: Classify common food and nutrition related health concerns.
  - a. Diabetes: Type I child/juvenile, Type II adult onset
  - b. Coronary heart disease (CHD), Arteriosclerosis as it refers to disease of the heart and blood vessels
  - c. Anemia
  - d. Colon and rectal cancer
  - e. Osteoporosis

The definition of family has changed over the last 20 years. What constituted a traditional family then does not constitute a family today. Basically, a family can mean anyone residing under one roof.

**Family Life Cycle:**

Child (12 mos. to 11 yrs.)

Adolescence (12 to 21 yrs.)

Adult (22 to 60 yrs.)

Elderly (60 +)

The one thing that does not change from birth until death is the need for good nutrition and exercise. Good nutrition helps resist disease, helps recuperation, and supplies energy.

Nutritional needs are based on age, gender, and activity level.

Young children need small, frequent meals because they have small stomachs. They need

Students will explore health concerns incorporating guidelines from MyPlate and current dietary guidelines throughout the life cycle.

Students will identify the changing nutritional needs across the life cycle.

Students will classify food and nutrition related health concerns.

- Life Cycle
- Child
- Adolescence
- Adult
- Elderly
- nutrient dense
- Diabetes
- Coronary heart disease (CHD)
- Arteriosclerosis
- Anemia
- Colon and rectal cancer

Osteoporosis

Obesity

foods from all areas of MyPlate to ensure adequate nutrition. They like finger foods-ones that are small enough for them to pick up and manage. They also like brightly colored foods. Children have sensitive taste buds and they do not like overly spicy foods. Young children should be introduced to a wide variety of new foods, but only one at a time. Parents need to be careful not to negatively influence children with food based on their own dislikes. With younger children you need to make sure that food is cut into pieces that are age appropriate so they will not choke. Snacks should be nutritious and not just sweets. Children can have fewer servings of grains, but should have all other foods from MyPlate. When introducing foods parents need to pay attention to children's reactions to be sure there are no food allergies.

Food should not be given as a reward when children do jobs or are potty training. Children's serving sizes are smaller than adults. Think about the size of their fist-that's about the right amount to put on their plate. It is about 2/3 the size of an adult serving. Amounts increase as the children age. Children should be encouraged to exercise to keep healthy.

Make interesting shapes and use a variety of temperatures for their food. Make meals happy times. Have a picnic in the front room if a child is having a hard time eating.

#### **MyPlate recommendations:**

- Amounts vary due to age, gender, and activity level.
- All ages should be getting servings of fruits, vegetables, grains, meat/poultry, milk/dairy, and some fats/oils.
  
- **Calories need to increase with age:**
- 2-3 yr. olds need 1000-1400 calories.
- 4-8 yr. olds need 1200-1800 calories (females) 1400-2,000 (males)
- 9-11 yr. olds need 1600-2200 calories (females) 1800-2600 (males)

#### **Food amounts:**

Fruits: 2-3 yrs. 1 C.

4-8 yrs. 1-1 1/2 C.

9-13 yrs. 1 1/2 C.

Vegetables: 2-3 yrs. 1 C.

4-8 yrs. 1 1/2 C.

9-13 yrs. 2 C. girls, 2 1/2 C. boys

Dairy: 2-3 yrs. 2 C.

4-8 yrs. 2 1/2 C.

9-13 yrs. 3 C.

Proteins: 2-3 yrs. 2 oz.

4-8 yrs. 4 oz.

9-13 yrs. 5 oz.

Grains: 2-3 yrs. 3 oz.

4-8 yrs. 5 oz.

9-13 yrs 5 oz. girls, 6 oz. boys

Oils: use sparingly.

### **ADOLESCENCE:**

Adolescence is a time of rapid growth and development. There is a greater need for calories if adolescent is involved in athletic events. Adolescents should get foods from all areas of MyPlate to ensure proper nutrition. This age should eat breakfast and regular meals and have healthy, nutrient dense (large amounts of nutrients in comparison to amount of calories) snacks. They should avoid caffeinated beverages, high fat and high sugar foods and beverages. Poor choices now can lead to health problems later on in life. Continue with exercise. Building muscle comes from working out in the gym, not by eating extra



protein.

Food amounts:

Fruits: 1 1/2 C.-2 C.

Vegetables: 2-3 C.

Dairy: 3 C.

Grains: 508 oz.

Proteins: 5-6 1/2 oz.

**YOUNG ADULTS AND ADULTS:**

Changes from a period of greater activity to lesser activity. The need for calories begins to decrease as the ability to burn them diminishes. The body's metabolism begins to slow down.

Foods should still be eaten from all areas of MyPlate to ensure adequate nutrition. Still continue to exercise, may need to eat less and exercise more to keep weight off as age advances.

Food Amounts:

Fruits: 2 C.

Vegetables: 2 1/2-3 C.

Protein: 5 1/2 - 6 oz.

Dairy: 3 C.

Grains: 6-8 oz.

Towards the latter end of this age group, these proportions begin to decrease.

**ELDERLY ADULTS:**

This can be a difficult time for good nutrition. Malnutrition can be a concern for the elderly for many reasons. Physical limitations may make it

difficult for seniors to prepare and eat meals. Sense of smell and tastes have diminished and flavors are less distinct. Food just isn't as good as it used to be.

Many seniors have specialized diets for health reasons. Loss of a spouse may lead to isolation and loss of desire to live and eat. Meal assistance is available to ensure seniors receive at least one healthy meal daily. Sneak in nutrition when you can. Continue with exercise if possible.

#### Food Amounts:

Fruits: 1 1/2 -2 C.

Vegetables: 2-2 1/2 C.

Protein: 5-5 1/2 oz.

Dairy: 3 C.

Grains: 6 oz.

#### **NUTRITION AND HEALTH RELATED DISEASES**

**Diabetes** (Hyperglycemia) Blood glucose levels are too high. Affects the body's production and use of insulin. Warning symptoms include excessive urination and thirst. Normally controlled through diet (carbohydrate management) May need insulin pump if severe. Causes damage to eyes, kidneys, and other body parts if not managed.

Type I Child/juvenile

Type II Adult onset

**Hypoglycemia:** Too little blood glucose. Brought on by not eating for 8-14 hrs. Symptoms include fatigue, headache, mental dullness, trembling, hunger, anxiety. Can be corrected by eating a normal meal.

**Anemia:** A severe depletion of iron resulting in low blood hemoglobin. Symptoms include weakness, tired, mental state affected. More common in women. Good food sources for iron include fortified

cereals, meat. Vitamin C will aid in iron absorption.

**Colon and rectal cancer:** Leading cause of cancer deaths in the U.S. Most preventable. Caused by not having enough fiber in the diet. Fiber helps move food through large intestine. Need 20-35 gm fiber daily.

**Coronary heart disease (CHD):** Most common kind is arteriosclerosis. Plaque forms along the inner walls of arteries, blocking blood flow. Leads to heart attacks and strokes. Saturated fats (animal sources) are converted to cholesterol in our bodies. Genetics, stress, age, alcohol and tobacco use, high fat diets, lack of exercise, etc. can increase risk. Decrease fats, increasing exercise, increasing fruits and vegetables in the diet can reduce risk of heart disease.

**Osteoporosis:** Brittle bones caused by lack of sufficient calcium in the diet. Women most commonly affected. Teenagers should get 4 servings of dairy if possible. Bone density is still being determined up until the age of 25. Exercise helps maintain bone density. Use dairy products you like, find other foods with calcium, take a supplement if you do not like to drink milk.

**Obesity:** Identified as being 20% above a person's ideal body weight. Leads to heart attacks and strokes, diabetes, and social rejection. Currently and epidemic in the U.S. To lose weight, eat less and exercise more. 1-2 lb. weight loss per week is considered a healthy weight loss.

**Meal Management**  
 (Week 13, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 6 Students will apply skills for consumerism and budgeting as it applies to meal planning, meal management, and meal service.

- Objective 1: Identify quality meal planning elements.
- Objective 2: Incorporate the current Dietary Guidelines and MyPlate when planning nutritionally balanced meals.
- Objective 3: Plan, prepare and evaluate aesthetically pleasing meals by incorporating the aesthetic guidelines:
  - a. Color
  - c. Flavor
  - d. Temperature

Meals should be planned for nutritional balance using foods from as many areas of MyPlate as possible, appeal, and suitability to various individual and family circumstances.

Proper meal planning principles must be utilized to ensure that the nutritional, social, and psychological needs of family members are met.

When planning a meal there are six important considerations to incorporate:

1. **Color:** There are many colors that make a plate stand out instead of being drab and boring. Add reds, greens, yellow, browns, white, etc to make meal attractive to serve. For example, a plate that has

Students will plan, prepare, and evaluate one meal using meal planning elements. The meal evaluation will use a rubric.

Students will identify and demonstrate proper etiquette while dining.

Students will identify and practice proper table setting

- Cover
- Work plan-(culinary arts STAR event)
- Etiquette
- Tipping
- Consumerism
- Nutrition Facts
- Unit Price

- e. Size and shape
- Objective 4: Incorporate food costs as part of meal planning element
- Objective 5: Create a work plan (see FCCLA culinary arts star event)
- Objective 6: Students will identify and practice skills associated with meal service.
- Objective 7: Identify and demonstrate practice table setting techniques.
  - a. Identify a cover—arrangement of a place setting for one person
  - b. Identify and practice flatware
  - c. salad plate, bread and butter plate
  - d. water glass placement and arrangement
  - e. napkin folding
- Objective 8: Identify how table setting influences the appearance of the food, sets the tone/feeling of the meal, and makes people feel important.
- Objective 9: Identify and demonstrate correct etiquette while dining.
  - a. Flatware use
  - b. Tipping
  - c. Napkin placement
  - d. Cell phone etiquette
  - e. Table manners, passing food
  - f. Eating roll, cutting meat
- Objective 10: Students will practice consumerism and budgeting skills related to food.
  - a. Establish and apply a budget as it relates to food.
  - b. Apply shopping strategies • Create a categorized shopping list • Take calculator • Not hungry, tired • Shop alone
  - c. Identify shopping guidelines and advertising strategies • Loss leaders • Coupons • Impulse buys • Layout of store/shelf placement
  - d. Practice unit pricing/cost per serving • Interpret package information
  - e. Discuss national brands versus store brands
  - f. Compare and contrast the use of convenience foods in relation to nutrition, use of time and money.
- Objective 11: Read and interpret food labels as it applies to nutritional value.
  - a. Identify the components of a food label • Nutritional facts • Ingredient list in order of amount • Daily % values • Serving size

cottage cheese, cauliflower and fish is pretty drab. Switch out the cauliflower and have broccoli and a tomato slice.

2. **Texture:** Try to incorporate a variety of textures into your meal so that it is not boring to eat. Try some crunchy, crisp, creamy or smooth and even some bumpy foods. For example, a plate that has mashed potatoes, cauliflower, and pudding for dessert lacks variety in texture. You could have carrot sticks instead of cauliflower for a little crunch.
3. **Size and shape:** Incorporate different size and shapes of food to add eye appeal to your plate. Things that are all the same shape or all the same size makes it unexciting visually. For example, think of a plate that has french fries, fish sticks and carrot sticks on it. They are all long and thin so there is no variety. You could choose chicken nuggets that are round to break the repetition of shape, and make it more exciting visually.
4. **Flavor:** Your tongue has over 2,000 taste buds that can taste sweet, sour, salty and bitter. Try incorporating variety of food with different flavors that will excite those taste buds!
5. **Temperature:** Some foods should be hot, some cold and some warm in your meal. That creates interest!
6. **Heavy/light food combinations:** Be aware of what foods you are including in your meal. Be sure to have some light foods like salad if you are having heavy foods like prime rib and baked potatoes

#### Table Setting:

A **cover** is an arrangement of a place setting for one person. This setting has three components: dinnerware, flat ware, and glassware.

Flatware is placed on the table according to what you are going to serve. You don't need to set a soup spoon if you are not serving soup. Flatware is arranged working from the outside in based on your courses. There may be more than one fork, spoon and knife, depending on the meal.

#### Rules to remember:

techniques.	Cost per serving
Students will use nutrition facts to analyze a food item.	National brand Store brand
Students will practice consumerism and budgeting skills related to food.	Impulse buying Loss Leaders
Students will read and interpret food labels as it applies to nutritional value.	Convenience foods Low in Reduced, less, fewer Good source of Organic and natural High source of fiber Juice Sell date

- b. Food label terms • Low in • Reduced, less, or fewer • Good source of • Organic and natural • High source of fiber • Juice, 100% • Sell date, use by date, open dating, expiration date
- The fork always goes to the left of the plate, the tines pointing up. The dinner fork is first. There may be more than one fork if there is more than one course in the meal.
- The knife goes to the right of the plate with the blade facing the plate.
- The spoon is always to the right of the plate to the right of the knife with the bowl up. There may be more than one spoon.
- A dessert spoon or cake fork may be placed on the table above the plate, parallel to the plate.
- All flatware is placed 1" away from the edge of table (called the "rule of thumb") and is lined up so the bottom edge of the flatware is lined up straight.
- The bread and butter plate goes on the left above the forks. The knives go on the top of the plate with the cutting edge facing down. If there is a salad, the plate goes above the salad plate.
- The salad plate may be to the top left of the forks or above them. Sometimes it is in the middle of the dinner plate if the salad is pre-served,
- The beverage glass belongs at the tip of the knife. If there is a juice glass or other beverage, those glasses go slightly to the right of the beverage glass at the tip of the knife, above the spoons. If there is a coffee cup it goes to the right of the spoons.
- Napkins should be able to be picked up once you sit down without disturbing any flatware. It may be to the left of the forks, in the middle of the dinner plate, in a cup, above the plate on the table, but **never** under the forks. A napkin is usually folded, but may be shaped into a crane or flower to make it more attractive.

Tablesetting affects the tone or mood of the meal. If you have paper plates and plasticware it feels a lot different than if you have china and crystal. If you want to celebrate a holiday like Cinco de Mayo put out colorful plates, napkins and cups, streamers and a little confetti to give your table a festive feeling.

Table setting affects the appearance of the food. When served attractively it makes it seem like the

food will taste good.

Table setting makes people feel good psychologically. It makes them feel like they are important to you if you take the time to set the table in an attractive manner.

### **Etiquette:**

Remember when you sit down to eat that you start working with your flatware from the outside in. If you are not sure about which flatware to use, watch the host or hostess to see what they are using and follow suite. When you are finished with your flatware it is placed on the dinnerplate, parallel with the plate, blade pointing down. This is an indication you have completed the meal and the cover can be removed.

It is appropriate to tip 15% or more if you have received adequate service. Take the amount of your bill and multiply it by .15 and it will tell you what your tip is. If you have received extraordinary service it is appropriate to tip more. If you are in a large group you may already have the gratuity included with your bill, so look at your check carefully so that you don't end up tipping twice. You are not required to tip if you have received little or poor service.

When you have completed your meal the napkin should be placed on the table. It could be placed to the left where you picked it up originally. This indicates you have completed your meal if you get up and leave the table. If you need to leave the table to use the restroom or phone, put the napkin on your seat. This tells the waiter/waitress that you plan to return to your meal.

Cell phones should be silenced during a meal. This shows respect for the people around you and those you are with.

Practicing good table manners shows respect for your host/hostess. It also makes it so people will enjoy sitting by you at the table. Mouths should be closed when chewing, and you should not try to talk with food in your mouth. Elbows should not rest on the table while eating.

If a food item is not close to you, you should ask

the person closest to it to pass it to you. Reaching clear across the table is not appropriate. You should pass food until it has gone clear around the table.

Bread and rolls are put onto the bread plate. A dab of butter is also placed on the bread plate. A small piece of bread or roll is broken off and buttered from the bread plate. When finished the knife goes across the plate parallel.

Meat is cut off a bite or two at a time and eaten rather than cutting up the whole piece at once.

Before going shopping an inventory should be taken of what you have on hand. Shopping lists should be created according to the layout of the grocery store, with like items listed together.

You should pre-plan your food budget so that you know how much you can spend. It is wise to read store ads and clip coupons to help with food costs. Coupons should be used if there is greater savings using the coupon than a comparable brand's price.

Stores have what are called **loss leaders**. These are items the store uses to lure you into the store. They are often placed in their ads to get your attention and bring you into the store. If you bought only the loss leaders you would save money. If you pick up the loss leaders and then continue to shop the rest of the store you will end up spending more money.

**Impulse buying** means buying something that looks or sounds good even if it is not on your shopping list. It is best to shop when you are not tired or hungry as this contributes to more impulse buying. You should shop when the store is not crowded so that you can get close to the shelf to check unit prices. Carrying a calculator can help you figure cost per serving in order to get the best buy for your money. You should also shop alone so that you do not end up with a lot of extras that everyone wants to put into the cart. Items that make the most money for the store are located at eye level on the shelf. Stores may use multiples such as 3/\$1.00 to make you think you are getting a good buy. You should be familiar with the original price to be sure that it is a good buy and not just a

regular priced item.

**Unit pricing:** The unit price is listed on the shelf below and item. This tells you how much the item costs per ounce or roll, etc. To figure the unit price you take the total cost and divide it by the number of items or number of oz. This helps you compare prices between two or more items. **Cost per serving:**

This helps the consumer know what the best price is when comparing meat and other items. The cost is divided by how many servings you can get to give you the cost per serving.

By law, a package must have nutrition facts, name and address of the company that prepared the food item, safe handling and storage, and an ingredient list. It may also have a picture of the food, serving and preparation suggestions, recipes, but these are not required by law.

**Convenience items** are those items which are available for purchase that come fully or partially prepared for the consumer. For example, frozen pizza or cans of soup. They are usually more expensive than home made foods and usually contain more food additives/preservatives. They can be high in sodium. They don't save you money but they do save you preparation time. They may not be as high of quality or as nutritious as home made. The only way to tell if they are acceptable for your use is to buy them and try them. Personal preference plays a big role in whether you buy convenience items or not. Time and money are two other factors that are considerations with convenience items.

**National brands** are brands that you will find at most stores across the United States. These are brands that are carried in most stores. Brands such as Betty Crocker, Pillsbury, Charmin, etc. are examples of national brands. These brands are usually advertised and cost more than instore brands. **Instore brands**

are products that are prepared for a specific store. Brands such as Western Family, Great Value, Sam's Choice are examples of instore brands. They are usually not advertised, and can be less expensive than national brands. They have to



compete with national brands so the companies try to make their products as close in quality to national brands as they can. Sometimes the only real difference is the packaging.

All packaged goods must include nutrition facts on their label. This information helps consumers know the nutritional value of the food they are consuming. This also helps if there are health concerns such as diabetes or hypertension. The nutrition facts are based on a 2,000 calorie a day diet. They included Recommended Daily Values for nutrients such as protein, vitamins, minerals and fats. These nutrition facts can help consumers make informed choices as to the best nutritional buy from the available products. Also included on nutrition facts is the recommended serving size for the product.



Ingredients are listed on the label from largest to smallest amounts. This helps the consumer know what they are getting for their money. This information is also essential as a protection for those with food allergies.

#### **Label Terminology:**

- **low in:** means a person can consume a product without going over recommended amounts such as calories, fats, sodium, etc.
- **Reduced, less, or fewer:** must have 25% less (i.e. sodium) than a comparable product. Term means food has been nutritionally altered.
- **Good source of:** One serving contains 10-19% if the daily recommended food value for a particular nutrient.
- **Organic and natural:** Not controlled by the government. Often found in a specific section of the grocery store. Grown without pesticides and chemical fertilizers.
- **High source of fiber:** Must have at least 20% from fiber.
- **Juice:** Must be 100% juice.

Convenience items must carry an expiration date on its packaging. This lets the consumer know when the product is to expire and helps the store know when to pull item from the shelf to guarantee safety and freshness. Most fresh products such as milk

**Yeast Breads and Pastries**

 (Week 15, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 7 Demonstrate food preparation techniques and nutrition of yeast breads and pastries.

- Objective 1: Identify and prepare yeast breads.
- Objective 2: Identify the classes of breads: rolls, loaves, deep-fat fried.
- Objective 3: Identify ingredients in yeast breads and their functions.
  - a. Flour
  - b. Yeast
  - c. Liquid
  - d. Salt
  - e. Sugar
  - f. Fat
  - g. Eggs
- Objective 4: Identify the food science principles of yeast breads.
  - a. Fermentation
  - b. Kneading
  - c. Proofing
  - d. Shaping
  - e. Baking/oven spring
- Objective 5: Identify and prepare pies/tarts (pie shell, single, double).
- Objective 6: Identify main ingredients and their functions.
  - a. Flour
  - b. Fat
  - c. Salt
  - d. Water
- Objective 7: Storage and Handling of pastries.
  - a. Cream/custard pies/refrigerate
  - b. Savory pies/refrigerate
  - c. Fruit pies
- Objective 8: Review the nutrients found in breads and incorporate guidelines from MyPlate.

are good for up to a week after the expiration date, but canned items such as vegetables have a much longer shelf life beyond the expiration date. There is a reasonable amount of time beyond the expiration date to use the product.

**Classes of Yeast Breads:**

Rolls

Students will plan and prepare a yeast bread. fermentation  
knreading

Loaves

Students will identify ingredients in yeast breads and how they function. proofing  
shaping

Deep fat fried

Students will identify classes of breads. baking/oven spring  
gluten formation

**Ingredients and Functions**

- Flour-provides structure or framework.
- Yeast-produces carbon dioxide to make bread dough rise.
- Water-dissolves yeast and binds ingredients.
- Sugar-adds flavor, acts as food for the yeast, makes crust brown.
- Salt-provides flavor, controls the yeast.
- Fat-tenderizes.
- Eggs (not in all breads)-leavens and binds.

Students will plan and prepare a pastry product. carbon dioxide formation

Single Crust pie

Double Crust pie

Tarts

**Fermentation:** Process of combining sugar, water and yeast together. The yeast and water act on the sugar causing it to ferment. The 2 by-products are Carbon Dioxide and alcohol.

**Kneading:** Working the dough with your hands to make it smooth and elastic. Develops the gluten and traps carbon dioxide throughout the dough.

**Proofing:** The time that the bread dough is rising in which yeast achieves its final strength in producing carbon dioxide before it is killed in the oven by the heat.

**Shaping:** Using your hands to form the dough into various yeast bread shapes such as rolls or loaves.

**Baking/Oven Spring:** The sudden rise and expansion of dough as the yeast reacts with the heat of the oven.

### Nutrients in Yeast Breads:

Vitamins-especially B vitamins

Minerals- such as iron

Fiber-small amounts

Carbohydrates

Incomplete/complete proteins

Fats

**Tarts:** A small, individual pie.

**Single Crust:** One crust pie into which a filling is placed after baking and cooling such as banana cream or chocolate cream. Some single crust pies are baked with the filling in it such as pumpkin pies.

**Double Crust:** A pie which has a top and bottom crust. Usually a fruit filling such as cherry or apple.

### Pastry Ingredients and Functions:

- Flour-provides structure.
- Salt-adds flavor.
- Fat-tenderizes.
- Water-binds the ingredients.

Pie storage: Cream, savory and custard pies require refrigeration. Two crust fruit pies can safely remain on the countertop.

Lean vs. fatty cuts of meat and poultry: Meat from the working muscles of animals has less fat than meat from the lazy muscles from along the backbone. Dark meat from poultry has more fat than white meat. When buying cuts of meat you should look for cuts with less marbling and small amounts of trim surrounding the meat. If you purchase meat that has a lot of trim, you can trim some of it away with a knife and discard. Removing the skin from poultry can cut out most fats, but can affect how dry the meat is.

Students will identify and prepare meat and/or poultry product(s).	Braise Slow cooking
Students will identify lean versus fatty cuts of meat and poultry.	Broil Grill
Students will identify and apply proper cooking temperatures	Roast Sauté

Choosing to roast, broil or grill meat can help cut

### Meats and Poultry/Test Review State

Test  (Week 18, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Food and Nutrition II 2011 STANDARD 8 Demonstrate food preparation techniques and nutrition of meats and poultry.

- Objective 1: Identify and prepare meats and/or poultry product(s).
- Objective 2: Identify lean vs. fatty cuts of meats and poultry.
  - a. Trimming excess fat
  - b. White meat vs. dark meat
  - c. Lean cooking methods (roast, broil, grill)

- Objective 3: Discuss inspection and grading of meat and poultry.
- Objective 4: Discuss how bone affects serving size.
  - a. ¼ lb boneless meat/person
  - b. ½ lb moderate bone meat/person
  - c. 1 lb large bone(turkey)/person
- Objective 5: Identifying and apply proper cooking temperatures to meats.
- Objective 6: Match appropriate cooking methods dry vs. moist
  - a. Braise – moist/less tender cuts
  - b. Slow cooking – moist/less tender cuts
  - c. Broil – dry/tender cuts
  - d. Grill – dry/tender cuts
  - e. Roast – dry/tender cuts
  - f. Sauté – dry/tender cuts
- Objective 7: Review the nutrients found in meats and incorporate guidelines from MyPlate.

down on fats. These are lean cooking methods where you do not have to add and fats to the cooking process. to meat/poultry.

**Inspection and grading:** All meat shipped across state lines must be inspected for wholesomeness, or healthiness before the animal is slaughtered. Meat that passes inspection is stamped. Meat may also be graded according to the amount of meat on the animal, the amount of marbling, and the age of the animal. The grade is also stamped on the carcass.

**USDA Prime:** Highest and most expensive grade. Meat is well-marbled, tender and flavorful. It has a thick layer of fat cap. Most is sold to restaurants.

**USDA Choice:** Has less marbling than prime but is still tender and flavorful. Most common grade sold in supermarkets.

**USDA Select:** Has least amount of marbling, and is least expensive.

Serving sizes:

1/4 lb. boneless meat per person

1/2 lb. moderate bone per person

1 lb. large bone (turkey) per person

Meat temperatures: Using a meat thermometer:

145 degrees for seafood, beef, veal, lamb

155 degrees for ground meats-beef, veal, lamb

165 degrees for whole and ground poultry

Meat that is reheated should be up to 165 degrees

**Dry Heat cooking methods: (No moisture added)**

Uses tender cuts of meat

- **Broil**-cook directly under primary heat source.
- **Grill**-cook on a grill like surface above a heat source.
- **Roast**-cook by surrounding meat with heat in oven.
- **Sauté**-cook meat in a skillet in a small amount of fat over moderate heat.

**Moist heat cooking methods: (Moisture Added)**

Uses less tender cuts of meat

- **Braise**-a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food.
- **Slow Cooking**-Cooking meat in a liquid in a slow cooker.

Nutrients in Meat:

Complete Proteins

Fats

Vitamins, Riboflavin, niacin, thiamin

Minerals-copper, iron, phosphorus

My Plate recommendations: about 6 oz. of protein daily, choosing lean cuts when possible. Should incorporate seafood, beans, peas, nuts, poultry and eggs as well as lean cuts of meat.

