



Global Foods Syllabus
CHS/PRCTC Family and Consumer Sciences Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Global Foods - 565

Subject Code: 091210

Prerequisite: Junior or Senior Rank and/or successfully completed the Introduction to Family and Consumer Sciences course.

Grade: 11 -12

Graded Conventionally Credit: 1/2

Course Description:

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

Required: 120-150 hours per course

Course Fee: Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student

officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$20 for FCCLA Membership**

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**
 - **Unit I Title: Kitchen Safety and Sanitation**
 - **Big Idea #1:** I can use safe and sanitary kitchen practices to prevent accidents and food borne illnesses.
 - *Essential Question #1: List and explain the most common kitchen accidents.*
 - *Essential Question #2: Describe behaviors that prevent kitchen accidents.*
 - *Essential Question #3: Explain behaviors that demonstrate safe food handling practices and prevent cross contamination and food borne illnesses.*
 - **Big Idea #2:** I can properly use a recipe and operate appliances to enhance success in the kitchen.
 - *Essential Question #1: Explain why it is important to identify and use kitchen utensils properly.*
 - *Essential Question #2: List skills that demonstrate proper and safe use of small and large kitchen appliances.*
 - *Essential Question #3: Describe the basics of using a recipe properly.*
 - **Big Idea #3:** I can identify and maintain a clean and safe kitchen for food preparation.
 - *Essential Question #1: List the major components to proper kitchen clean-up.*
 - *Essential Question #2: Explain methods of cleanliness that promote safe and sanitary foods.*

- *Essential Question #3: Describe how personal hygiene is connected to the safe production of foods.*
- **Unit II Title: Food Preparation**
 - **Big Idea #1:** I can identify various cooking terms and techniques that influence safe kitchen practices.
 - *Essential Question #1: Describe preparation techniques that are essential to food preparation.*
 - *Essential Question #2: Explain how knowledge of cooking terms creates success in the kitchen.*
 - *Essential Question #3: Explain how different cooking methods preserve nutritive value.*
 - **Big Idea #2:** I can choose and prepare a variety of foods that can help consumers make better food choices.
 - *Essential Question #1: Explain how you preserve nutrients when preparing fruit and vegetable dishes.*
 - *Essential Question #2: Explain how preparing meat and milk products promote health.*
 - *Essential Question #3: Describe how you prepare nutritious bread, cereal, rice and pasta dishes.*
- **Unit III Title: Global Environment and Cultural Traditions**
 - **Big Idea #1:** I can identify and include appropriate customs and traditions when choosing and preparing food.
 - *Essential Question #1: Describe the connection between food and tradition.*
 - *Essential Question #2: Describe customs and how are they are related to our food habits.*
 - *Essential Question #3: Explain how customs and traditions shape ones eating preferences.*
 - **Big Idea #2:** I can identify cultural connections and how they are related to food.
 - *Essential Question #1: List foods that are unique to your culture.*
 - *Essential Question #2: Describe why we eat what we eat and when we eat it.*
 - *Essential Question #3: Explain how differing backgrounds and experiences are beneficial.*

- **Big Idea #3:** I can identify preparation and presentation methods that are influenced by culture and traditions.
 - *Essential Question #1: List ways various cultures prepare and present food.*
 - *Essential Question #2: Explain how tradition affects our techniques.*
 - *Essential Question #3: Explain how dining etiquette and table setting/service enhances the food experience.*
- **2nd or 4th Quarter**
 - **Unit IV Title: Food and Nutrition**
 - **Big Idea #1:** I can analyze nutritional information to guide food choices.
 - *Essential Question #1: List and explain the sources and functions of nutrients.*
 - *Essential Question #2: Describe challenges that prevent individuals from obtaining nutritious food choices.*
 - **Big Idea #2:** I can meal plan for weight management and special dietary needs.
 - *Essential Question #1: Describe factors that influence body weight.*
 - *Essential Question #2: List tips that are helpful when planning meals for people with special dietary needs.*
 - **Big Idea #3:** I can choose foods for meals, special occasions and events that need prior planning.
 - *Essential Question #1: List different types of special occasions and events that require prior planning.*
 - *Essential Question #2: Describe the steps necessary for the success of special occasions.*
 - *Essential Question #3: List resources that are available for planning special occasions.*
 - **Unit V Title: Personal and Career Development**
 - **Big Idea #1:** I can communicate, use critical thinking skills, problem solve and use leadership techniques to enhance personal, educational and career success.
 - *Essential Question #1: List critical components of effective communication.*

- *Essential Question #2: Explain how you apply critical thinking skills and problem solving in your daily life.*
 - *Essential Question #3: List leadership skills that are crucial to success in our world today.*
- **Big Idea #2:** I can identify food related careers that are critical in today's society.
 - *Essential Question #1: Explain why it is important to choose a career based on personal interests and strength.*
 - *Essential Question #2: Describe how values, personality and skills relate to career exploration.*
 - *Essential Question #3: Explain the importance of work ethic, accountability and responsibility.*
- **Unit VI Title: Food, Consumerism and the Environment**
 - **Big Idea #1:** I can set financial goals that include food purchases.
 - *Essential Question #1: List money management strategies that are important to food purchases and consumption.*
 - *Essential Question #2: Describe influences that impact our food related purchases.*
 - **Big Idea #2:** I can identify multiple government regulations and resources that affect food selection and consumption.
 - *Essential Question #1: Explain the importance of government regulations of food purchases and consumption.*
 - *Essential Question #2: List reliable sources of food and nutrition information.*
 - **Big Idea #3:** I can positively influence the sustainment of our environment by food purchases and preparation methods.
 - *Essential Question #1: Explain how reducing, recycling and reusing relates to food.*
 - *Essential Question #2: List ways individuals can do around their homes to help sustain the environment.*
 - *Essential Question #3: Describe how using leftovers pertains to the environment.*
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

Textbook:

Kowtaluk, H. (2010). Food for Today. McGraw-Hill.

Electronic Resources:

- Ohio Means Jobs (www.ohiomeansjobs.com)

Course Expectations:

- Students are expected to complete class assignments in a timely manner.
- Students should put forth their best effort every day.
- Students are expected to participate in all labs.
- Students are expected to behave in a mature and respectful manner.
- Students are responsible for asking for and obtaining any make up work.
- Students will answer the bell ringer each class period.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).

- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Global Foods Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
