

Family and Consumer Sciences
Grades 9-12

Food and Nutrition Core



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2008

Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Food and Nutrition Core curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings the Food and Nutrition Core into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Core Curriculum Writing Team 2006

Doreen Cechnicki	Schenectady City Schools, Schenectady
Ann Coleman	Niskayuna Central Schools, Niskayuna
Kimberly Dehart	Albany City Schools, Albany
Rosanna Frank	Brewster Central School District, Brewster, retired
Sheryl Garofano	North Syracuse School District, Cicero
Deborah Hall	Cobleskill-Richmondville Central Schools, Cobleskill
Jane Hawkins	Fayetteville-Manilus Central Schools, Manilus
Karen Koepfel	West Seneca Central Schools, West Seneca
Theresa Phillips	Oneida Central School District, Oneida, retired
Rosemarie Posillico	Burnt Hills-Ballston Lake Central Schools, Glenville
Charlene Reagan	Mamaroneck Union Free School District, Mamaroneck
Valerie Roth	North Syracuse School District, Cicero
Cynthia Rundblad	Duanesburg Central School, Delanson
Eleanor Sicluna	Albany City Schools, Albany
Sally Taibe	Warrensburg Central Schools, Warrensburg
Claudia Visalli	Whitesboro Central Schools, Yorkville
Shirley Ware	North Syracuse School District, Cicero
Lorraine Williams-Clark	Albany City Schools, Albany
Dawn B. Scagnelli	New York State Education Department, Albany

Foreword

This publication provides guidance to help those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Food and Nutrition Core Course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide a seamless articulation between the middle level Home and Career Skills Course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow the students to apply the process skills of communication, leadership, management and thinking that were delivered in the Home and Career Skills Course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Food and Nutrition
- Lifespan Studies
- Housing and Environment
- Clothing and Textiles

Food and Nutrition cluster courses:

- Food Preparation and Nutrition
- Nutrition, Health and Fitness
- Culture and Foods
- Gourmet Foods
- Entrepreneurship
- Commercial Food Program
- Food Science (may be used for 1 science credit)

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies in core courses are based on the National Learning Standards in Family and Consumer Sciences. Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

The study of foods and nutrition has seen dramatic change as research evolves linking the preparation and consumption of foods to overall health and wellness. Advances in technology impact the production, processing, packaging and service of foods. Students are exposed to multiple messages designed to influence their perceptions of the importance of food choices in their lives. Because they will provide for the nutritional needs of themselves and others, students need to make informed decisions about food and nutrition now and in their future roles as family, community and career leaders and citizens.

The content topics in the Food and Nutrition Core course meet commencement level New York State Learning Standards for Family and Consumer Sciences as well as Career Development and Occupational Studies. In addition, they are aligned the National Family and Consumer Sciences Standards.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. The charge to Family and Consumer Sciences educators is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview – Food and Nutrition Core

1. What is the prerequisite?

The prerequisite for taking the Food and Nutrition Core course is the successful completion of Home and Career Skills at the middle level. The Food and Nutrition Core course is a suggested prerequisite for all other courses in the Foods and Nutrition cluster. The Food and Nutrition Core course is a twenty-week (one semester) course.

2. Who can teach the Food and Nutrition Core?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Career and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Science courses for a full credit in CTE.

3. How is the Food and Nutrition Core course organized?

The Food and Nutrition Core course is a twenty-week (one semester) course.

The Food and Nutrition Core is divided into 14 content topics:

- Influences on Food Choices (IFC)
- Application of Nutrition Principles (ANP)
- Science and Technology of Food (ST)
- Safety and Sanitation (SS)
- Foundations of Food Production (FFP)
- Grains and Grain Products (G)
- Fruits and Fruit Products (F)
- Vegetables and Vegetable Products (V)
- Milk and Milk Products (M)
- Meat and Meat Alternatives (MMA)
- Meal Management and Preparation (MMP)
- Food Product Marketing (FPM)
- Food Service and Etiquette (FSE)
- Career Pathways in Food and Nutrition (CP)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Food and Nutrition Core curriculum relate to the Learning Standards?

This course is a vehicle through which the New York State Commencement Level Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, and Universal Foundation Skills).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Foods and Nutrition Core course as it provides real-world opportunities in which to apply the key ideas and skills taught in those disciplines.

Food and Nutrition Core content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to study Foods and Nutrition?

Food is a basic human need. Food and nutrition are linked to wellness and disease prevention (i.e. diabetes, heart disease, obesity and other eating disorders, etc.) Adequate nutrition contributes to longevity and to quality of life.

The food industry is the largest industry in the United States. This course will help students explore career opportunities in this field and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Food and Nutrition?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies as well as applied academics. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

To be most effective, Foods and Nutrition should be taught using a hands-on, experiential approach in a laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>.

7. How can special needs students succeed in Food and Nutrition?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for these students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>.

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Food and Nutrition Core be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Math computations
- Public speaking
- Written reflections
- Portfolios
- Scenarios

9. How does Family and Consumer Sciences support positive youth development through Family, Career and Community Leaders of America (FCCLA)?

Involvement in career and technical student organizations (CTSO), such as FCCLA, is essential for successful secondary education programs. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning projects.

Development of leadership skills is an integral part of Career and Technical Education in New York State. The Family and Consumer Sciences curricula are designed to provide a wealth of experiences and resources to support school, community, and work-based learning. Students who elect to become active members a CTSO have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels.

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Food and Nutrition Core

Content Topics:

A. Influences on Food Choices (IFC)

1. Cultural, Social, Psychological
2. Media
3. Biological
4. Governmental, Economic and Technological
5. Global and Local Conditions

B. Nutrition Principles and Applications (NPA)

1. The Role of Food in the Body
2. The Nutrients
3. Dietary Recommendations
4. Nutrition Labels
5. Fitness and Nutrition
6. Special Dietary Needs

C. Science and Technology of Food (ST)

1. Scientific and Technological Advances

D. Safety and Sanitation (SS)

1. Safety Hazards
2. Emergency Procedures
3. Sanitation Principles
4. Food Borne Pathogens
5. Risk Management

E. Foundations of Food Production (FFP)

1. Food Production Terminology
2. Recipe Interpretation and Modification
3. Food Production Equipment

F. Grains and Grain Products (G)

1. Types and Characteristics of Grains
2. Nutritional Value of Grains
3. Preparation and Storage of Grains

G. Fruits and Fruit Products (F)

1. Types and Characteristics of Fruits
2. Nutrition Value and Preparation of Fruits
3. Preparation and Storage of Fruits

H. Vegetables and Vegetable Products (V)

1. Types and Characteristics of Vegetables
2. Nutritional Value of Vegetables
3. Preparation and Storage of Vegetables

I. Milk and Milk Products (M)

1. Types and Characteristics of Milk and Milk Products
2. Nutritional Value of Milk and Milk Products
3. Preparation and Storage of Milk and Milk Products

J. Meat and Meat Alternatives (MMA)

1. Types and Characteristics of Meat and Meat Alternatives
2. Nutritional Value of Meat and Meat Alternatives
3. Preparation and Storage of Meat and Meat Alternatives

K. Meal Management and Preparation (MMP)

1. Menu Development
2. Food Selection

L. Food Product Marketing (FPM)

1. Food Product Labeling
2. Marketing Strategies

M. Food Service and Etiquette (FSE)

1. Table Service
2. Dining Etiquette
3. Food Service Establishments

N. Career Pathways in Food and Nutrition (CP)

1. Career Paths
2. Career Suitability

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

Appendix C - Home and Career Skills Process Skills

A. Influences on Food Choices (IFC) *How can I determine factors that influence food choices for individuals and families across the lifespan?*

Standards Connections

Influences on Food Choices supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to explore factors that impact decisions about selecting, preparing and serving foods to meet cultural, social, psychological, biological, environmental, economic, political, and global roles for individuals and families across the lifespan. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the influences on food choices.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Qualities

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Influences on Food Choices

Influences on Food Choices Performance Objective 1

IFC.1 Investigate cultural, social, psychological, biological, environmental, economic, political, and global factors that affect food choices across the lifespan

IFC.1.1. Explain how cultural and ethnic background influence food choices and nutrition practices

IFC.1.2. Describe the many ways food is included in the celebration of social occasions

IFC.1.3. Investigate how psychological attitudes and personal preferences influence food choices and nutrition practices

- IFC.1.4. Describe how media influences food choices and nutrition practices
- IFC.1.5. Recognize individual biological needs that affect food choices and nutrition practices across the lifespan
- IFC.1.6. Identify governmental, economic, and technological influences on food choices and nutrition practices
- IFC.1.7. Recognize the impact of global and local events and conditions on food choices and nutrition practices

B. Nutrition Principles and Applications (NPA) *How can I analyze nutrition factors that influence wellness of individuals and families across the life span?*

Standards Connections

Nutrition Principles and Applications supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify the functions of nutrients in the body as they relate to wellness. Students will be able to explain and interpret current dietary guidelines and nutrition labels and make informed decisions in order to maintain health and wellness. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of nutrition principles and applications.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies of Nutrition Principles and Applications

Nutrition Principles and Applications Performance Objective 1

NPA.1 Assess the impact of nutrition on health, appearance, and peak performance

- NPA.1.1. Explain the role of food in the body
- NPA.1.2. Identify the functions of nutrients in the body as they relate to health and wellness
- NPA.1.3. List and explain dietary guidelines
- NPA.1.4. Identify and interpret the information on food product nutrition labels

Nutrition Principles and Applications Performance Objective 2

NPA.2 Evaluate dietary and fitness practices that enhance individual and family well-being across the lifespan

- NPA.2.1. Explain the relationship between energy needs, caloric intake and weight management
- NPA.2.2. Analyze the effects of physical activity and fitness on overall well-being
- NPA.2.3. Explain ways in which individual dietary needs are affected by health, age and lifestyle
- NPA.2.4. Investigate resources available to address a variety of nutrition and fitness issues

C. Science and Technology of Food (ST) *How will science and technology impact my decisions about food, nutrition, and wellness?*

Standards Connections

Science and Technology of Food supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to investigate the impact of science and technology on food, nutrition, and wellness. Students will understand how scientific and technological advancements have impacted the nutritional content, availability and safety of foods. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the impact of science and technology on food.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and nurturing environment for themselves and others.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Science and Technology of Food

Science and Technology of Food Performance Objective 1

ST.1 Evaluate the impact of science and technology on food composition, nutritional content, availability, and safety of food

ST.1.1. Assess how scientific and technological advancements in food processing, storage, product development, and distribution impact nutrition and wellness

ST.1.2. Determine the impact of technological advances on selection, preparation, and home storage of food

D. Safety and Sanitation (SS) *How can I evaluate factors and practices that impact food safety from production through consumption?*

Standards Connections

Safety and Sanitation supports the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify safety and sanitation hazards in the kitchen. Students will evaluate hazard situations and formulate procedures to eliminate the hazards. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to food safety and sanitation practices.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and nurturing environment for themselves and others.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

Performance Objectives and Supporting Competencies for Safety and Sanitation

Safety and Sanitation Performance Objective 1

SS.1 Implement safety procedures in laboratory situations

- SS.1.1. Identify safety hazards in the kitchen, and formulate procedures for their elimination
- SS.1.2. Explain emergency procedures to follow when accidents occur

Safety and Sanitation Performance Objective 2

SS.2 Apply management skills to the safe handling and storage of foods

- SS.2.1. Use sanitation principles in the food laboratory environment based on current industry regulations
- SS.2.2. Investigate the source of food borne pathogens, symptoms of related illnesses and methods of prevention
- SS.2.3. Apply risk management procedures to food safety, food testing and sanitation
- SS.2.4. Evaluate factors that impact food safety from production through consumption, including growing, processing, transporting, and handling

E. Foundations of Food Production (FFP) *How can I demonstrate the ability to prepare nutritious food products?*

Standards Connections

Foundations of Food Preparation supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify, explain and apply the foundation skills used in food production. Students will define food terminology, interpret recipes and demonstrate the proper use of equipment used for food production. Using process skills, students will be able to prepare and evaluate a basic nutritious food product. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills in developing the foundations of food production.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Foundations of Food Production

Foundations of Food Production Performance Objective 1

FFP.1 Integrate knowledge, skills, and practices required for food production

FFP.1.1. Define food preparation terminology

FFP.1.2. Identify and explain the standard parts of a recipe

FFP.1.3. Demonstrate liquid and dry ingredient measurement techniques

FFP.1.4. Identify measurements, abbreviations and equivalents

FFP.1.5. Prepare and assess a basic nutritious food product in food laboratory setting

FFP.2 Identify and demonstrate proper use, care and storage of food production equipment

FFP.2.1. Identify food production equipment

FFP.2.2. Model proper selection, use, care and storage of food production equipment in a laboratory setting

F. Grains and Grain Products (G) *How can I identify, select, prepare, and store grain and grain products for optimal nutritional value and appeal?*

Standards Connections

Grains and Grain Products supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to examine grains and grain products as they contribute to health and wellness. Students will select, prepare, and store grain products. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the preparation of grains and grain products.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Grains and Grain Products

Grains and Grain Products Performance Objective 1

- G.1 Integrate knowledge, skills and practices required to select, prepare, evaluate, and store grains and grain products**
 - G.1.1. Define and use information found on the packaging and labeling of breads, grains, and other grain products
 - G.1.2. Differentiate the nutritional value of whole grain products from refined grain products

- G.1.3. Identify forms, preparation techniques, and nutritional content of pasta, rice, and grains
- G.1.4. Prepare grain products for optimal nutritional value and appeal
- G.1.5. Choose the correct methods of storage for grain products

G. Fruits and Fruit Products (F) *How can I identify, select, prepare, and store various fruits and fruit products for optimal nutritional value and appeal?*

Standards Connections

Fruits and Fruit Products supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to examine fruits and fruit products as they contribute to health and wellness. Students will select, prepare, and store fruits and fruit products. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the preparation of fruits and fruit products.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Fruits and Fruit Products

Fruits and Fruit Products Performance Objective 1

F.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of fruit and fruit products

F.1.1. Identify nutrients found in fruits and fruit products

F.1.2. Identify forms, preparation techniques, and nutritional content of fruits and fruit products

- F.1.3. Prepare fruit products for optimal nutritional value and appeal
- F.1.4. Choose the correct methods of storage for fruit products

H. Vegetables and Vegetable Products (V) *How can I identify, select, prepare, and store various vegetables and vegetable products for optimal nutritional value and appeal?*

Standards Connections

Vegetable and Vegetable Products supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to examine vegetables and vegetable products as they contribute to health and wellness. Students will select, prepare, and store vegetables and vegetable products. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the preparation of vegetables and vegetable products.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Vegetable and Vegetable Products

Vegetable and Vegetable Products Performance Objective 1

V.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of vegetables and vegetable products

V.1.1. Identify nutrients found in vegetables and vegetable products

- V.1.2. Identify forms, preparation techniques, and nutritional content of vegetables and vegetable products
- V.1.3. Prepare vegetable products for optimal nutritional value and appeal
- V.1.4. Choose the correct methods of storage for vegetable products

I. Milk and Milk Products (M) *How can I identify, select, prepare, and store milk and milk products for optimal nutritional value and appeal?*

Standards Connections

Milk and Milk Products supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to examine milk and milk products as they contribute to health and wellness. Students will select, prepare, and store milk and milk products. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the preparation of milk and milk products.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Milk and Milk Products

Milk and Milk Products Performance Objective 1

M.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of milk and milk products

- M.1.1. Identify nutrients found in milk and milk products
- M.1.2. Identify forms, preparation techniques, and nutritional content of milk and milk products
- M.1.3. Prepare milk and milk products for optimal nutritional value and appeal
- M.1.4. Choose the correct methods of storage for milk and milk products

J. Meat and Meat Alternatives (MMA) *How can I identify, select, prepare, and store meat and meat alternatives for optimal nutritional value and appeal?*

Standards Connections

Meat and Meat Alternatives supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to examine meat and meat alternatives as they contribute to health and wellness. Students will select, prepare, and store meat and meat alternatives. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the preparation of meat and meat alternatives.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Meat and Meat Alternatives

Meat and Meat Alternatives Performance Objective 1

MMA.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of meat and meat alternatives

MMA.1.1. Identify nutrients found in meat, fish, fowl, and meat alternatives

MMA.1.2. Identify forms, preparation techniques, and nutritional content of meat, fish, fowl, and meat alternatives

- MMA.1.3. Prepare meat, fish, fowl, and meat alternatives for optimal nutritional value and appeal
- MMA.1.4. Choose the correct methods of storage for meat, fish, fowl, and meat alternatives

K. Meal Management and Preparation (MMP) *How can I demonstrate the ability to plan, select, purchase, prepare, serve, and store nutritious and aesthetically pleasing foods for individuals and families across the lifespan?*

Standards Connections

Meal Management and Preparation supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to provide opportunities for students to acquire skills and knowledge required for effective meal planning and preparation. Students will compare and contrast options currently available to determine ideal food selections as they relate to time, energy and resource management. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to meal management and preparation.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Qualities
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Meal Management and Preparation

Meal Management and Preparation Performance Objective 1

MMP.1 Integrate knowledge, skills, and practices required for meal planning and preparation

MMP.1.1. Demonstrate knowledge of planning menu items based on standardized recipes to meet individual needs

- MMP.1.2. Select foods based on factors including but not limited to:
cost, availability and overall appeal
- MMP.1.3. Assess the skills necessary for food preparation
- MMP.1.4. Select required equipment to prepare a menu item
- MMP.1.5. Compare and contrast the use of convenience foods in
relation to nutritional quality and use of time, energy, and
money

L. Food Product Marketing (FPM) *How can I make informed consumer decisions that will contribute to the overall health and wellness of individuals and families across the lifespan?*

Standards Connections

Food Product Marketing supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to help students make appropriate consumer food purchasing decisions based on the needs of individuals and families. Students will be able to interpret nutrition information on food packaging, recognize universal product coding, and explain unit pricing and open dating. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of food product marketing.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Food Product Marketing

Food Product Marketing Performance Objective 1

FPM.1 Integrate knowledge, skills, and practices required to make informed consumer decisions by using nutrition labeling, open dating, unit pricing and universal product coding

FPM.1.1. Examine the use of nutrition information in food product marketing

FPM.1.2. Recognize and apply the meaning of open dating, unit pricing, and universal product coding

FPM.1.3. Evaluate and defend consumer food purchase decisions

Food Product Marketing Performance Objective 2

FPM.2 Integrate knowledge, skills, and practices required to evaluate the significance of marketing strategies employed by food suppliers to influence consumer decisions

FPM.2.1. Recognize various food marketing strategies that influence food choices

M. Food Service and Etiquette (FSE) *How can I practice appropriate food service techniques and etiquette in a variety of social situations?*

Standards Connections

Food Service and Etiquette supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to various food service and etiquette experiences. Students will be able to identify, explain and demonstrate acceptable food service and etiquette according to various societal and cultural standards.

This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to food service and etiquette experiences.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the nature of the workplace, the value of work ethic, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Qualities
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies of Food Service and Etiquette

Food Service and Etiquette Performance Objective 1

FSE.1 Identify and implement proper procedures for table service

- FSE.1.1. Identify and describe plate, family, and buffet service
- FSE.1.2. Demonstrate the placement of table appointments including flatware, glassware, and dinnerware

Food Service and Etiquette Performance Objective 2

FSE.2 Identify and demonstrate acceptable behaviors in table etiquette

- FSE.2.1. Identify acceptable etiquette in various dining situations

- FSE.2.2. Identify roles and responsibilities of hosts and guests
- FSE.2.3. Examine cultural differences in table etiquette

Food Service and Etiquette Performance Objective 3

FSE.3 Compare and contrast various food service establishments

- FSE.3.1. Describe restaurants in relation to cost, convenience, type of food, and formality
- FSE.3.2. Select restaurants which meet personal needs and interests
- FSE.3.3. Analyze different types of menus available in terms of nutritional and economic concepts
- FSE.3.4. Figure the total cost of a restaurant meal including tax and tip
- FSE.3.5. Analyze food service establishments for cultural diversity and nutritional options

N. Career Pathways in Food and Nutrition (CP) *What careers are available in the food, nutrition, wellness, and culinary fields? What is my suitability for careers in this path?*

Standards Connections

Career Pathways in Food and Nutrition supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to investigate careers in the food, nutrition, wellness, and culinary fields. Students will research careers and describe the skills and education necessary to become successful in these fields. Students will also examine and evaluate personal career potential and interest in food and nutrition. In addition, students will have the opportunity to apply process skills as they help them to anticipate the future, identify employability traits, examine their relationship to the work environment, and to explore career pathways in food and nutrition.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the nature of the workplace, the value of work ethic, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of what they are being taught and to understand their potential application in the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Career Pathways in Food and Nutrition

Career Pathways in Food and Nutrition Performance Objective 1

CP.1 Identify and investigate careers in the food and nutrition field

- CP.1.1. Determine roles and functions of careers in the food and nutrition field
- CP.1.2. Identify career pathways in food, nutrition, wellness, and culinary arts
- CP.1.3. Explore opportunities for employment and entrepreneurial endeavors in the food and nutrition field
- CP.1.4. Examine education and training requirements for career paths in the food and nutrition field
- CP.1.5. Examine the skills necessary for success in food and nutrition careers
- CP.1.6. Examine the impact of food and nutrition occupations on local, state, national, and global economies

Career Pathways in Food and Nutrition Performance Objective 2

CP.2 Assess personal suitability to career characteristics in the food and nutrition field

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to food and nutrition careers
- CP.2.3. Match personal characteristics to suitable career choices
- CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

Appendix A

FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

FOOD AND NUTRITION CORE BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family & Consumer Sci	1 _____
	2 _____
	3 _____
CDOS	1 _____
	2 _____
	3a _____
	3b _____

FOOD AND NUTRITION CORE

CONTENT TOPICS:

Influences on Food Choices	_____
Nutrition Principles & App.	_____
Science & Tech. of Food	_____
Safety & Sanitation	_____
Foundations of Food Prod.	_____
Grains & Grain Products	_____
Fruits & Fruit Products	_____
Vegetables & Veg Products	_____
Milk & Milk Products	_____
Meat & Meat Alternatives	_____
Meal Mgmt. & Preparation	_____
Food Product Marketing	_____
Food Service & Etiquette	_____
Career Pathways in F&N	_____

APPLIED PROCESS SKILLS:

Communication	_____
Leadership	_____
Management	_____
Thinking	_____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA	1 2 3 4
MST	1 2 3 4 5 6 7
Soc St	1 2 3 4 5
The Arts	1 2 3 4
LOTE	1 2

TITLE: _____

CONTENT TOPICS: (Complete only those that apply)

Influences on Food Choices (IFC)

- Performance Objective – IFC
 - Supporting Competency – IFC

Application of Nutrition Principles (ANP)

- Performance Objective – ANP
 - Supporting Competency – ANP

Science & Technology of Food (ST)

- Performance Objective – ST
 - Supporting Competency – ST

Safety & Sanitation Management (SS)

- Performance Objective – SS
 - Supporting Competency – SS

Food Production Equipment (FPE)

- Performance Objective – FPE
 - Supporting Competency – FPE

Foundations of Food Preparation (FFP)

- Performance Objective – FFP
 - Supporting Competency – FFP

Grains & Grain Products (G)

- Performance Objective – G
 - Supporting Competency – G

Fruits & Fruit Products (F)

- Performance Objective – F
 - Supporting Competency – F

Vegetables & Vegetable Products (V)

- Performance Objective – V
 - Supporting Competency – V

Milk & Milk Products (M)

- Performance Objective – M
 - Supporting Competency – M

Meat & Meat Alternatives (MMA)

- Performance Objective – MMA
 - Supporting Competency – MMA

Meal Management & Preparation (MMP)

- Performance Objective – MMP
 - Supporting Competency – MMP

Food Product Marketing (FPM)

- Performance Objective – FPM
 - Supporting Competency – FPM

Food Service & Etiquette (FSE)

- Performance Objective – FSE
 - Supporting Competency – FSE

Career Pathways in Food & Nutrition (CP)

- Performance Objective – CP
 - Supporting Competency – CP

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B

Food and Nutrition Core Performance Objectives and Supporting Competencies

A. Influences on Food Choices (IFC)

IFC.1 Investigate cultural, social, psychological, biological, environmental, economic, political, and global factors that affect food choices across the lifespan

- IFC.1.1. Explain how cultural and ethnic background influence food choices and nutrition practices
- IFC.1.2. Describe the many ways food is included in the celebration of social occasions
- IFC.1.3. Investigate how psychological attitudes and personal preferences influence food choices and nutrition practices
- IFC.1.4. Describe how media influences food choices and nutrition practices
- IFC.1.5. Recognize individual biological needs that affect food choices and nutrition practices across the lifespan
- IFC.1.6. Identify governmental, economic, and technological influences on food choices and nutrition practices
- IFC.1.7. Recognize the impact of global and local events and conditions on food choices and nutrition practices

B. Nutrition Principles and Applications (NPA)

NPA.1 Assess the impact of nutrition on health, appearance, and peak performance

- NPA.1.1. Explain the role of food in the body
- NPA.1.2. Identify the functions of nutrients in the body as they relate to health and wellness
- NPA.1.3. List and explain dietary guidelines
- NPA.1.4. Identify and interpret the information on food product nutrition labels

NPA.2 Evaluate dietary and fitness practices that enhance individual and family well-being across the lifespan

- NPA.2.1. Explain the relationship between energy needs, caloric intake and weight management
- NPA.2.2. Analyze the effects of physical activity and fitness on overall well-being
- NPA.2.3. Explain ways in which individual dietary needs are affected by health, age and lifestyle
- NPA.2.4. Investigate resources available to address a variety of nutrition and fitness issues

C. Science and Technology of Food (ST)

ST.1 Evaluate the impact of science and technology on food composition, nutritional content, availability, and safety of food

- ST.1.1. Assess how scientific and technological advancements in food processing, storage, product development, and distribution impact nutrition and wellness
- ST.1.2. Determine the impact of technological advances on selection, preparation, and home storage of food

D. Safety and Sanitation (SS)

SS.1 Implement safety procedures in laboratory situations

- SS.1.1. Identify safety hazards in the kitchen, and formulate procedures for their elimination
- SS.1.2. Explain emergency procedures to follow when accidents occur

SS.2 Apply management skills to the safe handling and storage of foods

- SS.2.1. Use sanitation principles in the food laboratory environment based on current industry regulations
- SS.2.2. Investigate the source of food borne pathogens, symptoms of related illnesses and methods of prevention
- SS.2.3. Apply risk management procedures to food safety, food testing and sanitation
- SS.2.4. Evaluate factors that impact food safety from production through consumption, including growing, processing, transporting, and handling

E. Foundations of Food Production (FFP)

FFP.1 Integrate knowledge, skills, and practices required for food production

- FFP.1.1. Define food preparation terminology
- FFP.1.2. Identify and explain the standard parts of a recipe
- FFP.1.3. Demonstrate liquid and dry ingredient measurement techniques
- FFP.1.4. Identify measurements, abbreviations and equivalents
- FFP.1.5. Prepare and assess a basic nutritious food product in food laboratory setting

FFP.2 Identify and demonstrate proper use, care and storage of food production equipment

- FFP.2.1. Identify food production equipment
- FFP.2.2. Model proper selection, use, care and storage of food production equipment in a laboratory setting

F. Grains and Grain Products (G)

G.1 Integrate knowledge, skills and practices required to select, prepare, evaluate, and store grains and grain products

- G.1.1. Define and use information found on the packaging and labeling of breads, grains, and other grain products
- G.1.2. Differentiate the nutritional value of whole grain products from refined grain products
- G.1.3. Identify forms, preparation techniques, and nutritional content of pasta, rice, and grains
- G.1.4. Prepare grain products for optimal nutritional value and appeal
- G.1.5. Choose the correct methods of storage for grain products

G. Fruits and Fruit Products (F)

F.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of fruit and fruit products

- F.1.1. Identify nutrients found in fruits and fruit products
- F.1.2. Identify forms, preparation techniques, and nutritional content of fruits and fruit products
- F.1.3. Prepare fruit products for optimal nutritional value and appeal
- F.1.4. Choose the correct methods of storage for fruit products

H. Vegetables and Vegetable Products (V)

V.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of vegetables and vegetable products

- V.1.1. Identify nutrients found in vegetables and vegetable products
- V.1.2. Identify forms, preparation techniques, and nutritional content of vegetables and vegetable products
- V.1.3. Prepare vegetable products for optimal nutritional value and appeal
- V.1.4. Choose the correct methods of storage for vegetable products

I. Milk and Milk Products (M)

M.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of milk and milk products

- M.1.1. Identify nutrients found in milk and milk products
- M.1.2. Identify forms, preparation techniques, and nutritional content of milk and milk products
- M.1.3. Prepare milk and milk products for optimal nutritional value and appeal
- M.1.4. Choose the correct methods of storage for milk and milk products

J. Meat and Meat Alternatives (MMA)

MMA.1 Integrate knowledge, skills and practices required for the identification, selection, preparation and evaluation of meat and meat alternatives

- MMA.1.1. Identify nutrients found in meat, fish, fowl, and meat alternatives
- MMA.1.2. Identify forms, preparation techniques, and nutritional content of meat, fish, fowl, and meat alternatives
- MMA.1.3. Prepare meat, fish, fowl, and meat alternatives for optimal nutritional value and appeal
- MMA.1.4. Choose the correct methods of storage for meat, fish, fowl, and meat alternatives

K. Meal Management and Preparation (MMP)

MMP.1 Integrate knowledge, skills, and practices required for meal planning and preparation

- MMP.1.1. Demonstrate knowledge of planning menu items based on standardized recipes to meet individual needs
- MMP.1.2. Select foods based on factors including but not limited to: cost, availability and overall appeal
- MMP.1.3. Assess the skills necessary for food preparation
- MMP.1.4. Select required equipment to prepare a menu item
- MMP.1.5. Compare and contrast the use of convenience foods in relation to nutritional quality and use of time, energy, and money

L. Food Product Marketing (FPM)

FPM.1 Integrate knowledge, skills, and practices required to make informed consumer decisions by using nutrition labeling, open dating, unit pricing and universal product coding

- FPM.1.1. Examine the use of nutrition information in food product marketing
- FPM.1.2. Recognize and apply the meaning of open dating, unit pricing, and universal product coding
- FPM.1.3. Evaluate and defend consumer food purchase decisions

- FPM.2 Integrate knowledge, skills, and practices required to evaluate the significance of marketing strategies employed by food suppliers to influence consumer decisions**
FPM.2.1. Recognize various food marketing strategies that influence food choices

M. Food Service and Etiquette (FSE)

FSE.1 Identify and implement proper procedures for table service

- FSE.1.1. Identify and describe plate, family, and buffet service
FSE.1.2. Demonstrate the placement of table appointments including flatware, glassware, and dinnerware

FSE.2 Identify and demonstrate acceptable behaviors in table etiquette

- FSE.2.1. Identify acceptable etiquette in various dining situations
FSE.2.2. Identify roles and responsibilities of hosts and guests
FSE.2.3. Examine cultural differences in table etiquette

FSE.3 Compare and contrast various food service establishments

- FSE.3.1. Describe restaurants in relation to cost, convenience, type of food, and formality
FSE.3.2. Select restaurants which meet personal needs and interests
FSE.3.3. Analyze different types of menus available in terms of nutritional and economic concepts
FSE.3.4. Figure the total cost of a restaurant meal including tax and tip
FSE.3.5. Analyze food service establishments for cultural diversity and nutritional options

N. Career Pathways in Food and Nutrition (CP)

CP.1 Identify and investigate careers in the food and nutrition field

- CP.1.1. Determine roles and functions of careers in the food and nutrition field
CP.1.2. Identify career pathways in food, nutrition, wellness, and culinary arts
CP.1.3. Explore opportunities for employment and entrepreneurial endeavors in the food and nutrition field
CP.1.4. Examine education and training requirements for career paths in the food and nutrition field
CP.1.5. Examine the skills necessary for success in food and nutrition careers
CP.1.6. Examine the impact of food and nutrition occupations on local, state, national, and global economies

CP.2 Assess personal suitability to career characteristics in the food and nutrition field

- CP.2.1. Evaluate personal qualities related to employability
CP.2.2. Examine personal traits relevant to food and nutrition careers
CP.2.3. Match personal characteristics to suitable career choices
CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

Appendix C

HOME AND CAREER SKILLS PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

- A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
 - Verbal
 - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. **Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards*.

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

M.4.1 Define *resources*

- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

- M.7.1 Define *goal*.
- M.7.2 Distinguish between long-term and short-term goals.
- M.7.3 State sequentially the basic steps in the goal-setting process.
- M.7.4 Apply the steps sequentially to achieve a goal.
- M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

- M.8.1 Apply management skills to organize tasks and responsibilities.
- M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
- M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
- M.8.4 Implement management skills involving personal space, housing, and furnishings.
- M.8.5 Implement management skills involving money.
- M.8.6 Implement management skills involving time.
- M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

- M 9.1 Allocate individual and family resources to complete a task.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.