

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

CREATIVE FOODS

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

Creative Foods will provide the instruction to enable all students to learn how to express themselves creatively through food. This course promotes critical thinking and decision making and develops food preparation skills and technology skills. This course offers insight into both personal and professional opportunities in the culinary arts skills.

Course Description

Students taking Creative Foods learn to prepare attractive, nutritious and well planned food products. Recipes are designed to identify and reinforce techniques presented in the art of garnishing, cake decorating, candy making, party planning and preparation, food preservation, consumerism, special dietary needs and the utilization of herbs and spices in food cookery.

Creative Foods is a 2.5 credit course and is open to students in grades 10 through 12 who have successfully completed Food Science and Nutrition.

**Freehold Regional High School District
Curriculum Map**

Creative Foods

Relevant Standard	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.2 A1-3,B2-3,C1-2,F1-5	It is important to practice proper food handling techniques to prevent food borne illnesses and kitchen accidents from occurring.	<p>Why do people get food poisoning?</p> <p>What do you do if a kitchen accident occurs?</p> <p>How do measuring and preparation techniques affect a food product?</p> <p>What are the essential components of a recipe?</p>	<p>Pretest</p> <p>Anticipatory set questions</p> <p>Class discussion</p> <p>Oral questions</p>	<p>Chapter questions and worksheets</p> <p>Safety poster</p> <p>Written assignments</p> <p>Safety contract (see Appendix A)</p>	<p>Safety Test (see Appendix A)</p> <p>Final examination</p> <p>Lab Evaluation</p>
9.2 A1-3,B2-3,C1-2,F1-5	There are diverse ways to buy, store, and prepare foods utilizing herbs and spices.	<p>What is the difference between an herb and a spice?</p> <p>How do herbs and spices enhance food products?</p> <p>Other than food preparation, what other uses are there for herbs and spices?</p>	<p>Anticipatory set questions</p> <p>Class discussion</p> <p>Oral questions</p>	<p>Worksheets</p> <p>Practical application</p> <p>Projects</p>	<p>Completed worksheets</p> <p>Recipe assessment</p> <p>Presentation</p>
9.2 A1-3, B2-3, C1-2, F1-5	Food preservation methods allow foods to be safely preserved for consumption at a later time.	<p>Why do people preserve food?</p> <p>What causes food to spoil?</p> <p>What are the methods of food preservation?</p>	<p>Anticipatory set</p> <p>PowerPoint</p> <p>Class discussion</p>	<p>Worksheets</p> <p>Projects</p> <p>Practical application</p>	<p>Test</p> <p>Oral and written assessment</p> <p>Final product</p>
9.2 A1-5; B1-3; C1-2; D1-5	Cake decorating and candy making are acquired skills developed after consistent training and practice. These acquired skills will be useful in both professional and leisure time activities.	<p>What equipment is needed for cake decorating and candy making?</p> <p>What are the basic principles of making candy?</p> <p>What are the basic techniques essential to satisfactory cake decorating results?</p> <p>What effect does temperature have on candy making?</p>	<p>Anticipatory set questions</p> <p>Power point</p> <p>Class discussion</p> <p>Oral questions</p>	<p>Worksheets</p> <p>Laboratory experiences</p>	<p>Test</p> <p>Final product</p>

Relevant Standard	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.2 A1-3, B2-3, C1-2, F1-5	Enjoyable social gatherings involve using resources effectively in planning, preparing and hosting an event. These acquired skills will be utilized in both professional and leisure time activities.	<p>How does careful planning aid in the outcome of a social event?</p> <p>How does the theme of a social event affect the menu?</p> <p>Why is it necessary to practice good table etiquette and proper manners?</p> <p>How can garnishing enhance a food product?</p> <p>What careers are available in the entertainment industry?</p>	<p>Anticipatory set questions</p> <p>Class discussion</p> <p>Oral questions</p>	<p>Worksheets</p> <p>Project</p> <p>Practical application</p>	<p>Final Exam</p> <p>Project assessment</p> <p>Lab assessment</p>
8.1 A1, 9.2 A1-5; B1-3; C1-2; D1-5	Making wise decisions about where to shop and what to buy takes knowledge and practice. To be a smart consumer, you need to know how to read labels and compare prices.	<p>What store features should be considered when deciding where to shop?</p> <p>What factors affect food costs?</p> <p>How can label information help you make informed decisions about food products?</p> <p>How is a food budget/shopping list formulated?</p>	<p>Anticipatory set questions</p> <p>Oral questions</p> <p>Class discussion</p>	<p>Worksheets</p> <p>Project</p>	<p>Test</p> <p>Project assessment</p>
8.1 A1, 9.2 A1-5; B1-3; C1-2; D1-5	Proper nutrition throughout the life cycle will help alleviate health problems and promote a healthy lifestyle. These acquired skills will be utilized in both professional and leisure time activities.	<p>How can nutrition affect a person's health?</p> <p>What are the components of a specialized diet?</p>	<p>Anticipatory set questions</p> <p>Class discussion</p> <p>Oral questions</p>	<p>Research project</p> <p>Practical application</p>	<p>Test</p> <p>Project assessment</p> <p>Lab assessment</p>

**Freehold Regional High School District
Course Proficiencies and Pacing**

Creative Foods

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Kitchen Management	<p>It is important to practice proper food handling techniques to prevent food borne illnesses and kitchen accidents from occurring.</p> <ol style="list-style-type: none"> 1. The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory. 	1 week
Unit #2: Herbs and Spices	<p>There are diverse ways to buy, store, and prepare foods utilizing herbs and spices.</p> <ol style="list-style-type: none"> 1. The student will be able to identify the variety of herbs and spices and examine the different uses for each. 2. The student will prepare a variety of food products utilizing different market forms of herbs and spices. 	3 weeks
Unit #3: Food Preservation	<p>Food preservation methods allow foods to be safely preserved for consumption at a later time.</p> <ol style="list-style-type: none"> 1. The student will be able to discuss the factors that cause food spoilage. 2. The student will be able to identify methods of food preparation. 3. The student will prepare a variety of food products utilizing the different food preservation methods. 	2 weeks
Unit #4: Cake Decorating and Candy making	<p>Cake decorating and candy making are acquired skills developed after consistent training and practice. These acquired skills will be useful in both professional and leisure time activities.</p> <ol style="list-style-type: none"> 1. The student will prepare a variety of food products utilizing different cake decorating and candy making techniques. 2. The student will be able to understand the basic principles of cake decorating and candy making. 	5 weeks
Unit #5: Entertainment	<p>Enjoyable social gatherings involve using resources effectively in planning, preparing and hosting an event. These acquired skills will be utilized in both professional and leisure time activities.</p> <ol style="list-style-type: none"> 1. The student will be able to formulate a party plan. 2. The student will be able to create a variety of party foods including appetizers, canapés, dips, fondues and spreads. 3. The student will be able to demonstrate appropriate table etiquette when dining. 	3 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #6: Consumerism	<p>Making wise decisions about where to shop and what to buy takes knowledge and practice. To be a smart consumer, you need to know how to read labels and compare prices.</p> <ol style="list-style-type: none"> 1. The student will be able to interpret label information. 2. The student will be able to formulate a food budget and or shopping list. 	1 week
Unit #7: Special Dietary Needs	<p>Proper nutrition throughout the life cycle will help alleviate health problems and promote a healthy lifestyle. These acquired skills will be utilized in both professional and leisure time activities.</p> <ol style="list-style-type: none"> 1. The student will plan and prepare foods for people with a variety of dietary needs. 	2 weeks

**Freehold Regional High School District
Creative Foods**

Unit #1: Kitchen Management

Enduring Understanding: It is important to practice proper food handling techniques to prevent food borne illnesses and kitchen accidents from occurring.

Essential Questions: Why do people get food poisoning?

What do you do if a kitchen accident occurs?

How do measuring and preparation techniques affect a food product?

What are the essential components of a recipe?

Unit Goal: The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory.

Duration of Unit: 1 week

NJCCCS: 8.1 A1, 9.2 A1-3, B2-3, C1-2, F1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are food borne illnesses?</p> <p>What are safety hazards in the kitchen?</p> <p>What are basic first aid procedures for: cuts, falls, burns, electric shock and poisonings?</p> <p>How does personal sanitation affect food preparation?</p> <p>What is the correct procedure for measuring liquids? Dry ingredients? Small amounts? Fats?</p> <p>What are the components of a recipe?</p>	<p>Discuss safety and sanitation principles.</p> <p>Research food-borne illnesses.</p> <p>Illustrate first aid procedures.</p> <p>Practice appropriate measuring techniques.</p> <p>Define recipe terms.</p> <p>Interpret kitchen layout.</p> <p>Identify kitchen supplies and equipment.</p>	<p>Current textbook (see appendix B)</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Complete safety pre-test</p> <p>Create a safety poster</p> <p>Prepare a basic recipe to demonstrate measuring skills</p> <p>Research information about a food-borne illness</p> <p>Identify potential safety hazards in the foods laboratory</p>	<p>Safety test (see appendix A)</p> <p>Worksheets</p> <p>Laboratory experience evaluation</p> <p>Article summaries</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #2: Herbs and Spices

Enduring Understanding: There are diverse ways to buy, store, and prepare foods utilizing herbs and spices.

Essential Questions: How do herbs and spices enhance food products?

What is the difference between an herb and a spice?

Other than food preparation, what other uses are there for herbs and spices?

Unit Goals: The student will be able to identify the variety of herbs and spices and examine the different uses for each.

The student will prepare a variety of food products utilizing different market forms of herbs and spices.

Duration of Unit: 3 weeks

NJCCCS: 9.2 A1-3, B2-3, C1-2, F1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between an herb and a spice?</p> <p>What are the forms in which we can purchase herbs and spices?</p> <p>How can herbs and spices be utilized?</p> <p>Historically, how have herbs and spices been used?</p>	<p>Define herbs and spices and name varieties of each.</p> <p>Discuss the forms in which herbs and spices are sold.</p> <p>Prepare a selection of food products utilizing a variety of herbs and spices.</p> <p>Identify ways in which herbs and spices have been historically used.</p>	<p>Current textbook (see appendix B)</p> <p>Video</p> <p>Ingredients and recipes</p> <p>Internet</p>	<p>Complete chapter questions</p> <p>Inventory of herbs and spices in the home or in the foods laboratory and forms in which they are sold</p> <p>Prepare a variety of recipes utilizing herbs and spices as well as different cooking methods</p> <p>Student research project on herbs and spices and presentation to class</p>	<p>Worksheets and written test</p> <p>Oral discussion and worksheet</p> <p>Lab assessment</p> <p>Project assessments</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #3: Food Preservation

Enduring Understanding: Food preservation methods allow foods to be safely preserved for consumption at a later time.

Essential Questions: Why do people preserve food?

What causes food to spoil?

What are the methods of food preservation?

Unit Goals: The student will be able to discuss the factors that cause food spoilage.

The student will be able to identify methods of food preparation.

The student will prepare a variety of food products utilizing the different food preservation methods.

Duration of Unit: 2 weeks

NJCCCS: 9.2 A1-3, B2-3, C1-2, F1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Historically, why did food preservation take place?	Discuss historical reasons for food preservation and how we benefit from them today.	PowerPoint	Class discussion, complete chapter worksheets and chapter test	Worksheets, written test
What factors affect food to spoil?	Explain the importance of following proper procedures in preserving foods to avoid spoilage and possible contamination.	Current textbook (see appendix B)	Students prepare a brochure on the guidelines for preserving food	Project assessment
What are some of the different methods of food preservation?	Prepare foods utilizing a variety of food preservation techniques.	Internet Ingredients and recipes	Prepare a variety of recipes utilizing different food preservation methods and techniques	Recipe assessment

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #4: Cake Decorating and Candy Making

Enduring Understandings: Cake decorating and candy making are acquired skills developed after consistent training and practice. These acquired skills will be useful in both professional and leisure time activities.

Essential Questions: What equipment is needed for cake decorating and candy making?
 What are the basic principles of making candy?
 What are the basic techniques essential to satisfactory cake decorating results?
 What effect does temperature have on candy making?

Unit Goals: The student will prepare a variety of food products utilizing different cake decorating and candy making techniques.
 The student will be able to understand the basic principles of cake decorating and candy making.

Duration of Unit: 5 weeks

NJCCCS: 9.2 A1-5; B1-3; C1-2; D1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the basic pieces of equipment needed to decorate cakes/make candy? What principles apply when choosing icings and applying color to icing? What affect does temperature have on making candy?	Identify equipment for cake decorating/candy making. Discuss the principles of candy making/cold water test. Practice the principles of cake making. Discuss the elements/principles of design. Utilize Wilton cake decorating techniques.	Current textbook (see appendix B) Student workbooks Internet Magazines Videos Community resources Practice Boards	Practice making frosting/icing Practice decorating techniques Decorate a character cake Design and decorate an 8” round layer cake. Have guest judges select the winning cake Make a gingerbread house utilizing decorating techniques Make a sugar syrup and analyze temperature by utilizing stages in cold water test Prepare crystalline and noncrystalline candies	Unit test Worksheets Laboratory experience evaluation Article summaries

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #5: Entertainment

Enduring Understandings: Enjoyable social gatherings involve using resources effectively in planning, preparing and hosting an event. These acquired skills will be utilized in both professional and leisure time activities.

Essential Questions: How does careful planning aide in the outcome of a social event?
How does the theme of a social event affect the menu?
Why is it necessary to practice good table etiquette and proper manners?
How can garnishing enhance a food product?
What careers are available in the entertainment industry?

Unit Goals: The student will be able to formulate a party plan.
The student will be able to create a variety of party foods including appetizers, canapés, dips, fondues and spreads.
The student will be able to demonstrate appropriate table etiquette when dining.

Duration of Unit: 3 weeks

NJCCCS: 9.2 A1-3, B2-3, C1-2, F1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why is it important to take necessary pre-party steps in planning an event?</p> <p>How does the theme of an event affect the menu?</p> <p>How can practicing good table etiquette help you as an individual?</p> <p>What are some examples of ways in which we utilize food as a garnish?</p> <p>What are some of the available careers in the food segment of the entertainment industry?</p>	<p>Discuss the importance of pre-party planning and how it affects the success of an event.</p> <p>Prepare a variety of party foods and discuss their role in relation to the themed event.</p> <p>Discuss the importance of table etiquette and how it impacts the way others perceive a person.</p> <p>Create an edible centerpiece or a garnishment utilizing the appropriate food garnishing tools and equipment.</p> <p>Discuss available careers in the food segment of the food industry.</p>	<p>Internet resources</p> <p>Ingredients and recipes</p> <p>Video, worksheets</p> <p>Garnishing tools and worksheets</p> <p>Internet, textbook, professionals in the industry</p>	<p>Plan a themed event including invitations, menu selection and food preparation</p> <p>Prepare a variety of party food including appetizers, canapés, dips, fondue and spreads</p> <p>Demonstrate appropriate table setting techniques</p> <p>Create a variety of food garnishments</p> <p>Research project on careers in the food segment of the entertainment industry</p>	<p>Project assessments</p> <p>Lab Assessment</p> <p>Visual assessment on student demonstration</p> <p>Worksheets, lab assessment</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #6: Consumerism

Enduring Understandings: Making wise decisions about where to shop and what to buy takes knowledge and practice.
To be a smart consumer, you need to know how to read labels and compare prices.

Essential Questions: What store features should be considered when deciding where to shop?
What factors affect food costs?
How can label information help you make informed decisions about food products?
How is a food budget/shopping list formulated?

Unit Goals: The student will be able to interpret label information.
The student will be able to formulate a food budget and or shopping list.

Duration of Unit: 1 week

NJCCCS: 8.1 A1, 9.2 A1-5; B1-3; C1-2; D1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Where can you purchase food? What makes a good food store? What is in a well organized grocery list/budget? How does label reading affect a consumer's food choices? How do you get quality and save money when food shopping?	Compare types of stores. Discuss comparison shopping principles. Analyze brand recognition. Discuss unit pricing. Research advertising and sales. Discuss meal planning and prepare a budget.	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Community resources	Brainstorm stores that sell food and list advantages and disadvantages of each Develop a rubric to critique food stores in the community Given a case study, student will plan a week's meals and develop a shopping list Laboratory experience using convenience foods Comparison lab on a food item- compare homemade, mix, ready made	Unit Test Worksheets Laboratory experience evaluation Article summaries Projects

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Creative Foods**

Unit #7: Special Dietary Needs

Enduring Understandings: Proper nutrition throughout the life cycle will help alleviate health problems and promote a healthy lifestyle. These acquired skills will be utilized in both professional and leisure time activities.

Essential Questions: How can nutrition affect a person’s health?
What are the components of a specialized diet?

Unit Goal: The student will plan and prepare foods for people with a variety of dietary needs.

Duration of Unit: 2 weeks

NJCCCS: 8.1 A1, 9.2 A1-5; B1-3; C1-2; D1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are some special dietary needs?</p> <p>What are the components of a healthy diet?</p> <p>What are the long term effects on a person’s health when poor dietary choices are made?</p>	<p>Discuss life cycle nutrition.</p> <p>Research preventive nutrition.</p> <p>Identify lifestyle diets that require specific dietary needs such as hypertension, obesity, cholesterol, vegetarianism and food allergies.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Class discussions</p> <p>Research and analyze case studies</p> <p>Plan and prepare recipes for individuals with specific dietary needs</p>	<p>Worksheets</p> <p>Meal Plan Project Assessment</p> <p>Laboratory experience evaluation</p> <p>Unit test</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Appendix A
FREEHOLD HIGH SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE DEPARTMENT
Laboratory Safety and Sanitation
SAFETY PROCEDURES

To prevent falls...

1. Wipe up all spills at once.
2. To reach items stored in high places, use a sturdy stepstool or ladder.
3. Close cabinet doors and drawers.

To prevent cuts...

1. Keep sharp knives sharp. They are less likely to cause an accident than dull ones.
2. Use a cutting board.
3. Cut away from you with the knife blade slanted.
4. For peeling vegetables such as carrots or potatoes, use a peeler instead of a knife.
5. If a knife, kitchen scissors, or ice pick starts to fall, get out of the way. Do not try to catch it in mid-air.
6. Wash, dry, and store knives separately from other dishes and utensils.
7. Keep your fingers away from beaters and blades in appliances.
8. Use knives and other sharp tools only for their intended purpose.
9. Sweep up broken glass immediately.
10. Wrap your hand in a towel to pick up broken glass.
11. When opening cans, cut the lids completely off.
12. Don't leave sharp knives in a sink full of water.

To prevent fires and burns...

1. Use salt or baking soda, *not water*, to put out a grease fire.
2. Keep flammable materials away from the top of the range and away from portable appliances that produce heat.
3. Use a dry potholder to remove pans from the range.
4. Store flammable substances such as aerosol sprays away from heat sources.
5. Use a metal trash can when disposing of hot or smoldering items.
6. Keep the range exhaust hood and ducts clean.

7. Keep pan handles turned inward on the range.
8. When removing a pan lid, tilt the lid away from you and do not hold your face directly over the pan.
9. When removing a pan from the oven, pull the rack out. *Don't* reach into a hot oven.
10. Wear an oven mitt on each hand and use both hands to remove pans from the oven.
11. Check to be sure all appliances are turned off when you are finished with them.
12. Use a spoon or tongs, *not your fingers*, to remove food from hot liquid.
13. When lighting gas burners with a match, strike the match first, then turn the burner on.
14. If you smell gas, turn off the range and oven controls and tell your teacher.

To prevent electric shock...

1. Read appliance booklets before using appliances.
2. Keep electrical cords away from water and hot objects.
3. Do not plug several cords into an electrical outlet at one time.
4. Unplug appliances after you have used them.
5. Disconnect appliances before cleaning them. Do not put them in water unless the appliance is labeled "immersible".
6. Before using an appliance, make sure your hands are dry and that you are standing on a dry surface.
7. Unplug appliances before bringing metal objects in contact with any working parts.
8. Plug the cord of portable appliances into the appliance first, then into the wall.

To prevent microwave accidents...

1. Never use a microwave if the door appears damaged.
2. Never turn on the microwave if there is no food inside

3. Do not heat sealed jars, cans, or bottles in
4. Do not heat home-canned foods in the microwave. Use a conventional range.
5. Use potholders to remove food containers from the microwave.

- the microwave.
6. Remove lids and plastic wrap carefully to avoid steam burns.
7. Distribute the heat by stirring microwaved foods before serving the.

SANITATION PROCEDURES

1. Place books, purses, and other personal items in an area of the classroom not used for food preparation.
2. Wear appropriate, clean clothing on lab day. Avoid long, loose sleeves, and dangling jewelry.
3. Wear a clean apron.
4. Pull hair back and secure it so that it stays away from your face and shoulders.
5. Avoid working with food if you have an open wound on your hands.
6. Wash your hands with soap before beginning the lab. Dry your hands on paper towels or on cloth towels not used for drying dishes.
7. While working with food, avoid touching your hair, skin, face, or other unclean objects.
8. Repeat hand washing when necessary—especially after coughing, sneezing, or using the restroom.
9. Be sure you have clean dish towel, dish cloths, potholders, and oven mitts before beginning the lab. Obtain additional clean items as they are needed.
10. Wipe all counter tops and tables at the beginning and end of each lab.
11. Wash dishes, pans, and utensils as you use them, allowing them to dry on the drain board when possible.
12. Use *hot*, soapy water for washing dishes.
13. When tasting foods, use a spoon other than the one used for stirring. Use a clean spoon for each person tasting and for each time food is tasted.
14. After working with raw animal foods, scrub all areas and utensils used with hot soapy water.
15. When possible use a kitchen tool, *not* your hands, to complete tasks.
16. Thoroughly cook foods to be served hot. Keep them hot until they are served.
17. Foods to be served cold should be kept cold until serving time.
18. Cover leftover foods and store them in the refrigerator immediately.

EMERGENCY INFORMATION

The fire extinguisher in our laboratory is located _____

The fire blanket in our laboratory is located _____

Phone numbers:

Fire Department _____

Ambulance _____

Poison Control Center _____

Police _____

----- -We have read the safety and sanitation procedures for working in the foods lab. The student agrees to follow these procedures.

(Student's signature)

(Date)

(Parent or guardian's signature)

(Date)

Appendix B

Recommended Textbooks

Kowtaluk, Helen. Food for Today. New York, New York; McGraw Hill Glencoe, 2006.

Student Text ISBN 0-07-861644-1

Student Workbook ISBN 0-07-861646-8

Largen, Velda L. and Bence, Deborah L. Guide to Good Food. Tinley Park, Illinois; The Goodheart-Willcox Company, Inc, 2008.

Student Text ISBN-13 978-1-59070-690-9

Student Workbook ISBN-13 978-1-59070-692-3

Teacher's Resource Guide ISBN-13 978-1-59070-693-0