

<p>Topic 1 Safety and Sanitation</p> <p>NS 8.2: Demonstrate food safety and sanitation procedures.</p> <p>NS 14.4: Evaluate factors that affect food safety from production through consumption</p>	<p>NS 8.2.1: Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>NS 8.2.4: Use the Hazard Analysis Critical Control Point (HAACP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.</p> <p>NS 8.2.5: Practice standard personal hygiene and wellness procedures.</p> <p>NS 8.2.6: Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>NS 8.2.7: Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.</p> <p>NS 14.4.1: Analyze conditions and practices that promote safe food handling. NS 14.4.3: Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods. NS 14.4.6: Analyze current consumer information about safety and sanitation.</p>	<p>LEVEL 2s:</p> <p>2A) Identify items as being a potential for cross contamination or food borne illness.</p> <p>2A) Match the food-borne illness to the food or action source.</p> <p>2B) Identify conditions for maintaining food quality and safety.</p> <p>2B) Recall characteristics of safe and quality food for a variety of food types.</p> <p>2C) Identify injurious kitchen practices. Identify safe and unsafe kitchen practices in regards to physical safety.</p>	<p>LEVEL 3s:</p> <p>3A) Assess consumer food handling conditions and practices that might lead to food borne illness and cross-contamination</p> <p>3B) Determine proper purchasing, storage and handling of both raw and prepared foods.</p> <p>3C) Determine proper equipment handling and kitchen safety practices to prevent injury.</p> <p>3D) Develop/revise food handling practices to minimize the risk of food borne illness and cross-contamination.(analyzing errors)</p>	<p>LEVEL 4s:</p>
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<p>Topic 2 Nutrition</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span</p>	<p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>https://www.samhsa.gov/wellness-initiative/eight-dimensions-wellness</p>	<p>LEVEL 2s:</p> <p>2A) Identify nutrients and describe their function in the body.</p> <p>2B) Locate sources of reliable and research based nutrition information.</p> <p>2C) Differentiate between nutritional health and components of wellness particularly intellectual wellness, physical wellness and emotional wellness.</p>	<p>LEVEL 3s:</p> <p>3A) Investigate the effects of nutrients on the body in quantities outside of recommended daily allowances.</p> <p>3B) Utilize sources of nutrition information to determine the effect of a food product on the processes of the body. nutritional health.</p> <p>3C) Investigate the relationship between nutritional intake and components of wellness including intellectual, physical and emotional.</p>	<p>LEVEL 4s:</p>
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<p>Topic 3 Kitchen Basics</p>	<p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p>	<p>LEVEL 2s:</p> <p>2A) Identify a variety of types of equipment for food preparation, cooking and serving.</p> <p>2B) Identify and describe key parts and terms in a recipe.</p> <p>2C) Recognize types of ingredients, measuring equipment, abbreviations & equivalents and procedures for measurement.</p>	<p>LEVEL 3s:</p> <p>3A) Select appropriate equipment to complete a task and justify its use.</p> <p>3B) Read and interpret (<i>explain the meaning of information, words and actions</i>) the information in a recipe.</p> <p>3C) Demonstrate or depict how to measure a variety of ingredients and measurement amounts.</p>	<p>LEVEL 4s:</p>
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<p>Topic 4 Food Preparation</p>	<p>8.5.7: Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.10: Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.11: Prepare breakfast meats, eggs, cereals and batter products using safe handling and professional preparation techniques.</p>	<p>LEVEL 2s:</p> <p>2A) Classify fruits and vegetables for a given purpose.</p> <p>2A) Identify preparation techniques for fruits and vegetables.</p> <p>2B) Recall (give examples of) types of flour, sugar, fat & egg parts.</p> <p>2C) Classify baked goods, desserts, starch and batter products.</p> <p>2C) Identify techniques for producing baked goods, desserts, starch and batter products.</p>	<p>LEVEL 3s:</p> <p>3A) Select and justify food preparation technique for desired qualities in fruit and vegetable dishes.</p> <p>3B) Distinguish between ingredients based on their functions in a variety of baked goods, desserts and batter products.</p> <p>3C) Select the best technique to make a baked good, dessert, starch or batter product and describe the steps required.</p>	<p>LEVEL 4s:</p>
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