Instructional Materia Title	ls Evaluation Criteria	– Food and Nutrition I Rubric ISBN#	
Established Track Record? YES NO If yes, please list research source(s):			
Meets National Standards? YES □ NO □			
Standard 20.0108-01: Students will apply t	the skills of kitchen equip	ment and management.	
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0108-01 <u>01</u> Identify and explain the appropriate use and care of selected kitchen equipment.			
 Locate food preparation equipment in the laboratory. Identify various types of kitchen equipment. 			
 Select appropriate equipment for specific product preparation. Use various types of food preparation 			
 equipment. Demonstrate the proper use and care of equipment. 			
 Employ standard safety procedures when using equipment. 			
20.0108-01 <u>02</u> Explain the basic principles of cooking in a microwave.			
 Identify that microwaves are attracted to fat, sugar, and water molecules. Explain basic microwave cooking rules. 			
 Explain basic microwave cooking rules. Identify how microwaves cook food. Identify appropriate cooking containers. 			
 Discuss cooking time, standing time and ways to increase even cooking. 			

Discuss prevention of burns and exploding or splattering of food.	
20.0108-0103 Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipesize adjustments and demonstrate proper measuring techniques. • Identify abbreviations. • Compute equivalents. • Identify measuring techniques and utensils. • Double and cut recipe size in half. • Consistently demonstrate proper	
measuring and preparation techniques. 20.0108-0104 Explain basic food preparation terminology. • Identify terms to include: chop, cream, cut-in, dice, flour, fold-in, grate, knead, mince, peel, sauté, simmer, steam, and whip.	

Standard 20.0108.02: Students will consistently demonstrate kitchen safety procedures and sanitation techniques.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0108-02 <u>01</u> Demonstrate professional			
lettering and labeling.			
 Identify safety practices for using electric appliances. 			
 Explain how to extinguish a grease fire. 			
 Explain why cleaning supplies should be stored away from foods. 			
 Discuss ways to prevent burns, fires, falls and electrical safety. 			

 20.0108-0202 Use professional mounting techniques. Identify ways to prevent poisoning and chemical contamination. Identify basic first-aid for cuts and burns. 		
 Identify proper first-aid procedures for electrical shock. 		
 20.0108-0203 Identify and apply sanitation rules and guidelines. Identify proper hand washing and dishwashing techniques. Discuss disinfecting of work surfaces. Discuss appropriate use of gloves. Identify appropriate clothing and hair coverings. Discuss the danger of mixing cleaning 		
chemicals (i.e., ammonia and chlorine bleach).		
 20.0108-0204 Identify methods that prevent food-borne illnesses and contamination. Identify food-borne illness. Identify types of food-borne illness and their symptoms: botulism, e-coli, hepatitis, salmonella, staphylococci. Explain prevention techniques. Identify temperature zones and the importance of cooking to proper temperatures. Identify temperature zones and the importance of cooling and reheating foods to the correct temperature. Explain how to correctly thaw foods. 		
Standard 20.0108-03: Students will explor	e the dietary guidelines and food guide pyramid.	
	Comments on Coverage	Percentage

Objectives	Covered Yes/No		of Coverage
20.0108-0301 List the nine recommended			
dietary guidelines and the key			
recommendations for each. See			
www.heathierus.gov/dietary guidelines:			
 Adequate nutrients within caloric needs. 			
Weight Management.			
Physical Activity.			
 Food Groups to Encourage. 			
• Fats.			
• Carbohydrates.			
Sodium and Potassium.			
Alcoholic Beverages.			
• Food Safety.			
20.0108-03 <u>02</u> Demonstrate knowledge of			
serving sizes, and food sources related to my			
pyramid. See www.mypyramid.gov.			
 Explain how all food groups are 			
important to good health and one group			
cannot replace another.			
 Identify the nutrients provided by each group. 			
Explain discretionary calories.			
Explain how people have different needs			
for calories and nutrients depending			
upon their age, gender, body size, and			
activity level.			
20.0108-03 <u>03</u> Students will evaluate their diets			
using the dietary guidelines and their my			
pyramid. See www.mypyramid.gov.			
Standard 20.0108-04: Students will identify food preparation techniques.	y the sources and fun	ction of carbohydrates and fiber and apply app	oropriate
Objectives	Covered Yes/No	Comments on Coverage	Percentage of

	Coverage
20.0108-0401 Identify carbohydrates, their	00,010.80
sources, and functions and the importance of	
whole grains in the body.	
Define simple and complex	
carbohydrates.	
 Identify function and sources of simple 	
and complex carbohydrates.	
Describe how carbohydrates are broken	
down during the digestion process.	
20.0108-04 <u>02</u> Identify fiber, its sources and	
functions.	
 Identify the function of fiber. 	
• Identify cellulose – non-digestible fiber.	
Discuss the importance of liquids in the	
role of bowel function.	
 Discuss why the National Cancer 	
Institute recommends 20-35 grams of	
daily fiber.	
 Identify foods high in natural fiber, and 	
how to increase the bulk in low-fiber	
foods.	
20.0108-04<u>03</u> Apply food selection and	
preparation guidelines related to quick breads,	
rice, grains, and pasta.	
Identify basic cooking techniques	
related rice, grains, and pasta.	
• Identify examples of quick breads:	
muffins, pancakes, waffles, biscuits,	
corn bread, nut/fruit bread, popovers.	
Identify the role of each ingredient	
contained in quick breads.	
Actively participate in the preparation	
of quality complex carbohydrate food	
products(s).	

Standard 20.0108.05: Students will identify the sources and functions of proteins and fats and apply appropriate food

preparation techniques.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0108-05 <u>01</u> Identify proteins (complete and			8
incomplete), their sources, and functions in the			
body.			
Define amino acids, complete and			
incomplete proteins.			
Identify examples of complete and			
incomplete proteins.			
Identify the function of protein in the			
body.			
20.0108-05 <u>02</u> Apply food selection and			
preparation guidelines related to egg products.			
 Identify functions of eggs: binder, thickener, coating, leavening agent, 			
emulsifier.			
Identify egg cooking temperatures,			
techniques/methods: hard cooked,			
scrambled, fried, and poached.			
Identify the process of beating egg			
whites.			
• Identify stages of beaten egg whites:			
foam, soft peaks, and stiff peaks.			
 Identify appropriate storage of eggs. 			
Prepare a protein food product.			
20.0108-05 <u>03</u> Apply food selections and			
preparation guidelines related to milk and milk			
products.			
Define pasteurization and			
homogenization.			
Identify methods of lowering fat in			
recipes by using a lower fat content milk			
or milk product.			
Prepare a low-fat milk-based product.			

20.0108-0504 Identify fats, their sources,	
function, and related health concerns.	
 Identify the functions of fats: carrier for 	
vitamins A, D, E, and K, reserve supply	
of energy; adds flavor in food; satisfies	
hunger, protects internal organs from	
shock and injury, insulates the body	
from shock and temperature changes.	
Explain the role of cholesterol including	
HDL and LDL factors. Identify the	
differences between saturated, mono-	
unsaturated, poly-unsaturated fats, and	
trans-fatty acids.	

Standard 20.0108-06: Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0108-06 <u>01</u> Identify vitamins, their sources,			
functions, and deficiencies in the body.			
 Identify the body processes that are 			
regulated by vitamins; for example,			
nerves, muscles and skin – all require			
vitamins to function properly.			
 Discuss the importance of folate 			
(folacin/folic acid) in preventing neural			
tube birth disorders.			
• Identify water soluble vitamins – C and			
B (thiamin, riboflavin, niacin, folate			
(folacin/folic acid).			
• Identify fat soluble vitamins – A, D, E,			
and K.			
20.0108-06 <u>02</u> Identify minerals, their sources,			
functions, and deficiencies in the body.			
Discuss macro minerals, electrolytes,			

and trace minerals.	
 Identify the problems associated with 	
calcium and iron.	
20.0108-06 <u>03</u> Identify the functions of water in	
the body.	
 Identify the functions of water. 	
• Discuss why water is the most important	
of all the essential nutrients.	
 Identify daily recommendation of water. 	
 Identify symptoms of dehydration and 	
how to prevent it.	
20.0108-06<u>04</u> Apply food selection and	
preparation guidelines related to fruits and	
vegetables.	
Identify the nutrients provided by	
vegetables.	
• Identify how to preserve nutrients in the	
food preparation process.	
 Discuss how air, heat and water destroy nutrients. 	
Identify common preparation methods	
for vegetables: micro-cooking, bake,	
steam, stir-fry, simmer, sauté.	
 Identify how to select fresh fruits and 	
vegetables.	
 Identify appropriate storage for fruits 	
and vegetables.	
Discuss how to prevent oxidation of	
fresh fruits.	
Prepare vegetable and fruit food	
product(s).	

Curriculum Cov					N/A
Content	Accurate information reflecting current knowledge.	Some inaccuracies found, however, information reflects current knowledge.	Many inaccuracies were found on concepts.	Major inaccuracies found in content or concepts.	
	No content bias.	No content bias.	Content bias created problems with concepts.		
Age Appropriate	A wide range of activities to accommodate various developmental levels at a	Some activities are adaptable to the appropriate age level.	Limited developmentally appropriate activities.	Age appropriate issues are not addressed.	
	reasonable pace and depth of coverage.	Some cross-curricular activities are given.	Prerequisite skills and prior knowledge are not sufficiently developed before more complex	Several activities are not based on appropriate levels.	
	Includes age appropriate cross- curricular references (e.g., literature, software, etc.)	Some attention given to prerequisite skills and knowledge.	concepts are introduced.		
	Content organized so prerequisite skills and knowledge are developed before more complex skills.				
Physical Qualitie	es				N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
intended grade level	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	
	Clearly represents concepts within the text.	text.			

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access	3				N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	