This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in foods and nutrition for high school students in North Carolina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains general planning information; a list of competencies and instructional objectives for the course, a competency test-item bank, and a list of references and resources. The 12 units cover the following topics: food patterns and customs; relation of diet to health and appearance; meal planning to meet nutrient requirements; organization and management of kitchen facilities; management of resources in food preparation and service; trends and development in foods and nutrition; management of the food dollar; food conservation and preservation; meeting nutritional needs of family members; creativity in meal planning, preparation, and service; regional and international food specialties; and career opportunities in foods and nutrition. (KC)
Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.
As scientific and technological advances make life increasingly complex, providing food for the family also becomes more complex. Nutrition research indicates that food choices influence one's health, energy, and appearance both now and in the future. Choices in the food market become increasingly complicated as new and different forms of food are introduced. Modern equipment provides new and different ways to prepare and store foods. In addition, changing lifestyles increase the need for effective management of resources in providing food for self and the family. Thus, education in planning, selecting, storing, preparing, serving, and the proper care of kitchen appliances are important.

Through the effort and study of many people this guide was developed to be used by Consumer Home Economics teachers as a resource in planning and teaching the year-long course in Foods and Nutrition for students in grades 9-12. Teachers are urged to use their creativity in adapting and expanding the suggestions in this guide.

Technical assistance in implementing this program is available from the Home Economics Education State Staff.
ACKNOWLEDGEMENTS

Many people have contributed to the development of this Curriculum Guide and the Home Economics Consultant Staff wish to express their appreciation to all of those individuals involved in the project.

We express appreciation to all Home Economics Education teachers who shared information and ideas for the competencies, learning experiences, resources, and test items.

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Belhaven, NC Burlington, NC

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East Henderson High School Garinger High School
Flat Rock, NC Charlotte, NC

Ruth Ann Griggs Ramona Lawton
Carrington Junior High School Flat Rock Junior High School
Durham, NC Flat Rock, NC

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Home Economics Education Consultant Home Economics Education Consultant
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Home Economics Education Consultant Home Economics Education
Chief Consultant
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## Competency/Test-Item Bank

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USING THE CURRICULUM PACKAGE

Information included in this publication is presented in six sections. They are:

Section 1: General Planning Information
Section 2: Competency Listing
Section 3: Curriculum Guide
Section 4: Competency/Test-Item Bank (C/TIB)
Section 5: References and Resources
Section 6: Publication Feedback

SECTION 1: GENERAL PLANNING INFORMATION

Information is provided in this section for planning, implementing, and evaluating the Home Economics course, HE7045 - Foods and Nutrition, using a competency-based, individualized approach to teaching and learning.

OVERVIEW OF THE COURSE

The Foods and Nutrition Curriculum Guide and Competency/Test-Item Bank were developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the high school level. The Foods and Nutrition course is a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1987. This is a year-long course that may be offered as two semester courses with semester 1 prerequisite to semester 2.

COURSE DESCRIPTION

HE7045 (S-1 or Y-1) Credit: $ or 1 Grades: 9-12 Enr.: 12-20

FOODS AND NUTRITION

Semester 1: Students learn to make informed choices of daily food. The content includes nutrition as it relates to health and appearance, and food patterns and customs. Based on individual lifestyles including sports activities, students will identify personal nutrient needs. Students learn how to purchase and store foods; select, use, and care for kitchen appliances; and, prepare and serve food creatively.

Prerequisite: None
Semester 2: Continuation of Foods and Nutrition, Semester 1. In this course students creatively prepare and serve a variety of nutritious foods, including ethnic and regional specialities. Specialized techniques of food preparation, food choices to meet special nutritional needs, and the management of kitchen facilities are emphasized. Career opportunities in the field of Foods, Nutrition, and Food Services are explored.

Prerequisite: Foods and Nutrition, Semester 1

INTRODUCTION TO COMPETENCY-BASED, INDIVIDUALIZED PROGRAMS

The most widely accepted DEFINITION OF COMPETENCY-BASED EDUCATION was suggested by Stanly Alam, who describes the essential elements of competency-based education as follows:

1. Competencies (knowledge, skills, behaviors [attitudes]) to be demonstrated by the student are stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expecting levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses student's performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competence rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

OTHER CHARACTERISTICS FOUND IN COMPETENCY-BASED PROGRAMS ARE:

1. Instruction is individualized and personalized.

2. Learning experiences of the individual are guided by feedback (evaluation).

3. The program as a whole is systemic.

4. The emphasis is on exit, not entrance, requirements.
5. Instruction is modularized (i.e., arranged in a logical sequence of steps to be learned).

6. The student is held accountable for performance, completing the program when, and only when, he/she demonstrates the competencies that have been identified.

Based on the preceding characteristics, the following terms and working definitions are generally accepted for use in North Carolina.

- **Competency-Based Education (CBE)** - A system for planning and implementing classroom activities which will help each student develop certain specified competencies.

- **Mastery Learning** - Term used to indicate an approach to learning in which students are expected to "master" (i.e., become proficient with; become competent in) the knowledge and skills specified as course outcomes.

- **Individualized Instruction** - A system for managing the learning process and environment in such a way that the individual differences of students are accommodated while they are working to achieve program goals, competencies, and objectives.

- **Competency Testing** - The testing of students to determine if they have developed those competencies specified for a program (i.e., they are learning what they are supposed to learn).

- **Criterion-Referenced Competency Testing** - The testing of each student using tests referenced to specific objectives for competency mastery. Using criterion-referenced tests (CRTs) results in a comparison of the student's performance with the specific standard(s) rather than the performance of other students.

- **Accountability** - Simply, the "ability to account for" and usually implies that quantitative evidence is available as documentation or proof.

- **Instructional Accountability** - A process which involves assessing (measuring) student progress and achievement and being able to document to what extent students have learned what they are supposed to learn (i.e., being able to show that students have mastered the competencies).

**SECTION 2: COMPETENCY LISTING**

The Competencies and Instructional Objectives for the course are included in this listing. COMPETENCIES are sequenced according to the teacher-writers' recommendations as to the best teaching sequence for first semester and then for a second semester of the course. INSTRUCTIONAL OBJECTIVES are grouped and sequenced for each competency. Some teachers may prefer to teach units, competencies, and/or instructional objectives in a different order than shown during a given semester.
The COMPETENCY STATEMENTS provide the foundation upon which the objectives, content outline, teaching/learning activities, resources, and bank of test items are based. The verb in each competency statement and instructional objective gives the key to the domain and level of behavior identified and the kind of teaching, learning, and testing which should be done. In other words, these competency statements "spell out" for students, parents, and others the knowledge and skills that completers of the course can be expected to possess.

EXEMPLARY COMPETENCY LISTING

Competency 001: The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

Instructional Objectives:
1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional, and social well-being.

Teachers are encouraged to use the Competency Listing to develop a yearly or UNIT PLAN OF WORK for the course. The Competency Listing may be reproduced and given to the students at the beginning of the course so that they will know what is expected of them during the course. This could serve as an introduction to the course, a unit within the course, and/or a review for a unit test. It is also suggested that teachers examine the competencies in terms of specific FHA/HERO proficiency events and activities and then plan to incorporate them appropriately in various units throughout the course.

SECTION 3: CURRICULUM GUIDE

The CURRICULUM GUIDE was developed to be used as a resource in planning and teaching this course according to the COURSE DESCRIPTION specified in the Vocational Education Program of Studies, Revised 1987 and the curriculum information included in the North Carolina Competency-Based Teacher Handbook for Home Economics Education. The guide is organized in units of instruction for a first semester course and a second semester course. For each unit, the following is included in the format shown below. The CONTENT OUTLINE is divided by identified competencies, objectives, suggested LEARNING/TEACHING ACTIVITIES, and RESOURCES to use in developing and teaching the course. Teachers may use the suggested learning experiences found within the content outline or they may develop their own activities for students. The student-centered TEACHING/LEARNING activities are designed to help students develop the type and level of cognitive, affective, and psychomotor knowledge and skills specified in the Competencies and Instructional Objectives. Whenever possible, teacher should plan and conduct classroom activities which require students to use and develop higher order thinking skills (application, analysis, problem solving, synthesis, and evaluation). Likewise, the teacher should consider the inclusion
of appropriate FHA/HERO Proficiency Events during units when these events are related to the specific objectives or the planned sequence of competencies for the course.

---

**EXCERPT FROM CURRICULUM GUIDE**

**Course Name:** Foods and Nutrition  
**Semester 1**

**Unit Title:** Food Patterns and Customs

**Competency 001:** The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

**Instructional Objectives:**

1.1 Identify reasons for eating.

1.2 Explain how food affects one's physical, emotional, and social well-being.

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<th>Learning/Teaching Activities</th>
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<td>The Importance of Food Physical Health Psychological Health Security Enjoyment Belonging...</td>
<td>1. Make a list of reasons why food is important. Compare your list with classmates'. 2. Complete an &quot;Inventory of Food Likes and Dislikes&quot; (included). Share results with class. Discuss how your food likes are similar to those of your family members.</td>
<td>Books B.6 B.9, p. 226-236 B.18, pp. 226-236 Periodicals F.2 Resource Books</td>
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**SECTION 4: COMPETENCY/TEST-ITEM BANK (C/TIB)**

The C/TIB consists of the COMPETENCY LISTING, with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. Test items in the C/TIB were developed by teachers in curriculum workshops and through contracts, or selected and adapted from other curriculum materials. Each item is considered to have "content validity" for the competency and/or objective to which it is coded. Validation projects are now underway to establish "reliability" of test items in the bank. These test items...
items, along with others developed by the teacher, may be used in constructing pre, interim, and post tests to measure student achievement of curriculum competencies. Teachers may use the test items to construct their own pretests or posttests or use them for developing unit tests or tests for the end of grading periods. These test items are intended for use in evaluating and documenting student performance in mastering the competencies.

------------------------- SAMPLE TEST-ITEM NO. 001-00-01 -------------------------

Which of the following statements describes a psychological factor that influences a person's eating pattern?

_a._ Eating is sometimes used to compensate for lack of love.
_b._ Anticipating an exciting event may interfere with eating practices.
_c._ Past experiences with food can create a dislike for a given food.
_d._ Some foods are associated with hot or cold weather.
_e._ Body size and development affect the amount of food consumed.

Answer Key: As Checked

To make them easier to find and use, the test items in the C/TIB are coded to the competencies and objectives by a TEST-ITEM CODE NUMBER such as "001-00-01" in the sample test item above. An interpretation of the code is shown in the box which follows:

------------------------- INTERPRETATION OF TEST-ITEM CODE NUMBER -------------------------

001-00-01

Refers to "Competency 1"
Completes the Unique Number for this test item
Référé to any Instructional Objective in 001

A test item coded 006-02-03 would be the third test item for Competency 6 and Instructional Objective 6.2. To build a test for a grading period that "covered" competencies 1-6, a teacher would select from those test items numbered 001-00-01 through 006-00-05. The teacher also would prepare a TEST BLUEPRINT in order to balance the test. This would assure the INSTRUCTIONAL VALIDITY OF THE TEST. A test has "instructional validity" when the items on the test match the content as it was covered in class. Keep in mind that student grades and reports should be based on instructionally-valid tests.

KEYS for the test items are included as a separate section at the end of the Competency/Test-Item section. To FIND THE ANSWER KEY FOR A TEST-ITEM, simply locate its code number. Using the results of testing throughout the course, the
The teacher may wish to prepare a Certificate of Competency Mastery or Student Competency Record for each student. A record of the competencies acquired during the program can give the student and the parents specific information about what was learned by the student in the program. Teachers are encouraged to reproduce and use this record as a part of their student grading and reporting system and/or customize it for use in their own situations.

SECTION 5: REFERENCES AND RESOURCES

State-Adopted Textbooks and References - Included in the North Carolina Textbook Adoption are the following state-adopted textbooks for this course:

- **THE WORLD OF FOOD** Allyn and Bacon, Inc.
- **FOOD FOR TODAY** Bennett and McKnight/Glencoe Publishing
- **GUIDE TO MODERN MEALS** McGraw-Hill Book Company

In addition to the state-adopted tests, other resources are identified in the Curriculum Guide. Details on each resource are specified in the References and Resources section which is arranged in the categories shown below. The resources are identified by category (A-J), number (1, 2, etc.), and page number (p. 264) in the third column of each page in the Curriculum Guide section of this publication (see the "Excerpt from Curriculum Guide" for an example).

- A. Audiovisuals
- B. Booklets
- C. Books
- D. Computer Programs
- E. Curriculum Guides
- F. Pamphlets
- G. Periodicals
- H. Special Instructional Kits
- I. Student Activity Guides
- J. Teacher Resource Guides

Resources available to teachers and students are not limited to those listed; teachers are encouraged to look for others as well as to develop their own.
FEEDBACK

As this curriculum package is used, you are also encouraged to provide feedback to the State Home Economics Education Staff. When content needs updating; when new resources become available; when test items are developed locally and could be shared, please let the state office know. Suggestions from you and others will be vital to the improvement of later curriculum materials and providing staff development and technical assistance toward improving this course/program.

Send Your Suggestions To:

Chief Consultant, Home Economics Education
Division of Vocational Education
North Carolina Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712
A. Food Patterns and Customs

001. The learner will analyze the importance of food in the physical, emotional, and social well-being of individuals and family members.

002. The learner will describe cultural, religious, and geographical influences on food patterns and customs.

003. The learner will analyze the affects of changing lifestyles, values, and available resources on food choices and meal patterns of individuals and families.

004. The learner will distinguish the difference between food fads, fallacies, and facts.

B. Relation of Diet to Health and Appearance

005. The learner will analyze the role of nutrients in meeting the nutritional needs of individual.

006. The learner will identify ways of adequately meeting the nutritional needs of individuals for the promotion and maintenance of good physical and emotional health.

007. The learner will evaluate the relationship of diet and lifestyles to nutritionally related health problems.

C. Meal Planning to Meet Nutrient Requirements

008. The learner will demonstrate use of nutrition principles when planning meals to meet dietary needs.

009. The learner will plan, prepare, and serve nutritious snacks.

010. The learner will plan, prepare, and serve breakfast foods that are easy and quick to prepare and high in nutritional value.

D. Organization and Management of Kitchen Facilities

011. The learner will recognize kitchen work centers and storage spaces.
COMPETENCY STATEMENTS

012. The learner will identify principles of organization and management of kitchen facilities.

013. The learner will select, use, and care for major and portable appliances used for food preparation and storage.

014. The learner will select, use, and care for cookware and food preparation tools.

E. Management of Resources in Food Preparation and Service

015. The learner will interpret the use of time, energy, and money in the management of meals.

016. The learner will describe practices which provide for safety and sanitation in the preparation and service of food.

017. The learner will interpret the meanings of words, symbols, abbreviations, and directions given in recipes.

018. The learner will select, prepare, and serve quick breads and cereal products.

019. The learner will select, prepare, and serve dairy products.

020. The learner will select, prepare, and serve fruits and vegetables.

021. The learner will select, prepare, and serve meat, poultry, and seafood.

022. The learner will select, prepare, and serve eggs creatively.

023. The learner will plan, prepare, and serve cookies, cakes, and frostings.

024. The learner will identify factors that influence the selection of table appointments, decorations, methods of service, and table settings.

025. The learner will plan, prepare, and serve a well-balanced meal incorporating appropriate planning, preparation, serving, and cleaning practices.
COMPETENCY STATEMENTS

F. Trends and Development in Foods and Nutrition

026. The learner will analyze scientific and technological developments in the food industry.

027. The learner will analyze the affects associated with world hunger and possible citizen involvement.

G. Management of the Food Dollar

028. The learner will analyze budgeting patterns and buying practices involved in management of the food dollar.

029. The learner will analyze the legal aspects of consumer protection in the area of foods and nutrition.

H. Food Conservation and Preservation

030. The learner will demonstrate techniques for conserving food and other natural resources while preparing meals.

031. The learner will demonstrate techniques for selecting and preserving a variety of foods.

I. Meeting Nutritional Needs of Family Members

032. The learner will analyze variations in nutritional needs of family members in different stages of the life cycle.

033. The learner will analyze variations in nutritional needs of family members with special medical problems.

034. The learner will plan, prepare, and serve meals to meet special nutritional needs of family members.

J. Creativity in Meal Planning, Preparation, and Service

035. The learner will analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

036. The learner will demonstrate the principles of planning, preparing, and serving salads.
037. The learner will demonstrate the principles of planning, preparing, and serving casseroles.

038. The learner will demonstrate the principles of planning, preparing, and serving foods made with yeast.

039. The learner will demonstrate the principles of planning, preparing, and serving pies and pastries.

040. The learner will demonstrate the principles and preparation techniques for decorative cakes.

041. The learner will demonstrate the principles and preparation techniques for candy making.

042. The learner will analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

043. The learner will demonstrate the principles of planning and preparing meals for home and community emergencies.

K. Regional International Food Specialties

044. The learner will interpret the historical and geographical differences in regional cuisines by preparing, serving, and evaluating these foods.

045. The learner will analyze the differences in international cuisine by preparing and evaluating foods characteristic of different countries.

L. Career Opportunities in Foods and Nutrition

046. The learner will analyze career opportunities in the foods and nutrition field.
I. Food Patterns and Customs
   A. The Importance of Food
      1. physical health
      2. psychological health
   B. Influences in Food Patterns and Customs
      1. cultural
      2. religious
      3. geographical
   C. The Affects of Changing Life Styles on Food Choices and Eating Patterns
   D. Food Fads and Fallacies

II. Relation of Diet to Health and Appearance
   A. Factors That Influence Nutrient Needs and Food Choices
   B. Nutrients and Their Relationship to Health, Energy, and Appearance
   C. The Body's Utilization of Food
   D. Dietary Guidelines for Americans
   E. Planning a Balanced Diet
   F. Relationship of Diet to Physical, Mental, and Emotional Health
      1. diseases and disorders resulting from deficiencies or excesses of nutrients
      2. effects of alcoholism, drug abuse and smoking on eating habits, nutrition and health
      3. emotions and digestions

III. Meal Planning to Meet Nutrient Requirements
   A. Determining Nutritional Needs
   B. Meal Patterns
   C. Planning Meals to Meet Dietary Requirements
   D. Snacks as Part of the Meal Plan
   E. Importance of Breakfast in Meeting Nutritional Requirements

IV. Organization and Management of Kitchen Facilities, Equipment, and Resources
   A. Kitchen Organization and Design
   B. Equipment and Appliances Used in Food Preparation and Storage
   C. Cookware and Food Preparation Tools

V. Management of Resources in Food Preparation and Service
   A. Alternatives to the Use of Time and Energy
   B. Applying the Work Simplification Concept to Meal Preparation
   C. Safety and Sanitation in the Kitchen
   D. Food Preparation Procedures
      1. understanding recipes
      2. terminology
      3. measuring techniques
      4. equivalents and substitutions
      5. cooking methods
E. Preparation and Service of a Variety of Foods
   1. cereal and bread products
   2. dairy products
   3. fruits and vegetables
   4. meat poultry and seafoods
   5. egg cookery
   6. cookies, cakes and frosting

F. Meal Service
   1. table appointments
   2. table setting
   3. table manners
   4. forms of meal service

G. Planning Preparation and Service of a Well-Balanced Meal to Include:
   1. menu
   2. recipes
   3. market order
   4. time schedule
   5. table setting and service plan
   6. cleaning schedule
I. Trends and Development in Foods and Nutrition

A. Scientific and Technological Developments
   1. Identification of new foods
   2. Additives and supplements
   3. Pesticides in food production

B. World Hunger and Citizen Involvement

II. Management of the Food Dollar

A. Budgeting and Buying Practices
B. Consumer Protection as it Relates to Food and Nutrition

III. Food Conservation and Preservation

A. Conservation in the Kitchen
B. Preserving Foods

IV. Meeting Nutritional Needs of Family Members

A. Nutritional Needs of Family Members in Different Stages of Development
B. Nutritional Needs of Family Members with Special Medical Problems
C. Planning, Preparation and Service of Meals to Meet Special Nutritional Needs of Family Members

V. Creativity in Meal Planning, Preparation and Service

A. Using Creativity in Meal Preparation and Service
B. Preparation and Service of Specialty Foods
   1. Salads and dressings
   2. Casserole cookery
   3. Yeast breads
   4. Pies and pastries
   5. Decorative cakes
   6. Candy making
C. Managing Eating Patterns That Have Emerged From Changing Lifestyles
   1. Eating out
   2. Entertaining at home
   3. Cookouts, picnics and camping
D. Meals for Home and Community Emergencies

VI. Regional and International Food Specialties

A. Regional Food in the United States
B. International Cuisines—Food History, Practices and Customs

VII. Career Opportunities in Foods and Nutrition

A. Type of Careers
B. Qualities of Successful Workers
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 1: The learner will analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

INSTRUCTIONAL OBJECTIVES:
1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional and social well-being.

CONTENT OUTLINE

The Importance of Food
Physical Health
Psychological Health
Security
Enjoyment
Belonging
Communication

LEARNING/TEACHING ACTIVITIES

1. Make a list of reasons why food is important. Compare your list with your classmates.
2. Complete an "Inventory of Food Likes and Dislikes" (included). Share results with class. Discuss how your food likes are similar to those of your family members. What may be reasons for this?
3. Complete the following self-inventory, responding with sometimes, always, or never. Then discuss responses in class.
   - I love to eat.
   - I eat most when I'm alone.
   - I eat most when I'm with others.
   - I eat when I'm tense or unhappy.
   - I eat to postpone doing things.
   - I snack frequently.
   - I have strange eating habits.
   - I am a picky eater.
   - My friends and I like the same foods.
   - I find it hard to stop eating.
   - My parents reward with food.
   - I feel guilty when I eat certain foods.
   - I especially like junk foods.
   - I consider myself overweight.
   - I consider myself underweight.
   - I stop eating when I feel full.
4. Have four paper bags marked Security, Social Acceptance, Tension reliever, Behavior Change. Distribute papers and ask students to cut out and paste pictures of the foods that they associate with each category. Discuss the contents of each bag in class.

REFERENCES/RESOURCES

Books
B.6
B.10
B.9: p. 19
B.18: pp. 226-236

Periodicals
F.2

Resource Books
C.1: pp. 2-5
C.3: pp. 5-7

Student Activity Guides
D.1: pp. 7-8

Books and Nutrition - Semester I

UNIT TITLE: Food Patterns and Customs

COMPETENCY: 1: The learner will analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

INSTRUCTIONAL OBJECTIVES:
1.1 Identify reasons for eating.
1.2 Explain how food affects one's physical, emotional and social well-being.

CONTENT OUTLINE

The Importance of Food
Physical Health
Psychological Health
Security
Enjoyment
Belonging
Communication

LEARNING/TEACHING ACTIVITIES

1. Make a list of reasons why food is important. Compare your list with your classmates.
2. Complete an "Inventory of Food Likes and Dislikes" (included). Share results with class. Discuss how your food likes are similar to those of your family members. What may be reasons for this?
3. Complete the following self-inventory, responding with sometimes, always, or never. Then discuss responses in class.
   - I love to eat.
   - I eat most when I'm alone.
   - I eat most when I'm with others.
   - I eat when I'm tense or unhappy.
   - I eat to postpone doing things.
   - I snack frequently.
   - I have strange eating habits.
   - I am a picky eater.
   - My friends and I like the same foods.
   - I find it hard to stop eating.
   - My parents reward with food.
   - I feel guilty when I eat certain foods.
   - I especially like junk foods.
   - I consider myself overweight.
   - I consider myself underweight.
   - I stop eating when I feel full.
4. Have four paper bags marked Security, Social Acceptance, Tension reliever, Behavior Change. Distribute papers and ask students to cut out and paste pictures of the foods that they associate with each category. Discuss the contents of each bag in class.

REFERENCES/RESOURCES

Books
B.6
B.10
B.9: p. 19
B.18: pp. 226-236

Periodicals
F.2

Resource Books
C.1: pp. 2-5
C.3: pp. 5-7

Student Activity Guides
D.1: pp. 7-8
COURSE:  Foods and Nutrition - Semester 1

UNIT TITLE: Food Patterns and Customs

COMPELLENCY: 2: The learner will describe cultural, religious and geographical influences on food patterns and customs.

INSTRUCTIONAL OBJECTIVES:

2.1 Understand the influences on food choices.
2.2 Explain the reasons for differences in food customs among various cultures.

CONTENT OUTLINE

Influences on Food Patterns and Customs

1. Define Culture.
2. Research food customs that are characteristics of different regions in the United States. Identify:

- The group of people that strongly influenced the food customs of the region.
- The foods that were native to the region.
- The group of immigrants that settled in the region.
- Five traditional recipes of the region.

Share this information with the class in the form of an oral report.

3. Work with classmates to prepare and taste foods that are customary to different regions in the United States. Which foods are your favorites?

4. Prepare a bulletin board depicting the influence of ethnic groups and food patterns and customs in the United States.

5. Collect recipes of foods commonly associated with various areas within the state and regional specialties within the United States. Use resources available to determine how these foods became specialties of each area.

6. Work with a classmate and select one of the specialty dishes to prepare for the class.

7. Food customs of another culture are often adapted into our food pattern. Develop a bulletin board which summarizes this.

8. Observe a film on food customs. Describe the influence which affects the customs shown.

9. Bring to class samples of dishes which are used in the home that depict family background. Example: German heritage - sauerkraut. Have a tasting session.

10. Discuss with grandparents a typical menu when they were young. Compare a menu when parents were young and a menu of today. What are the changes and why?

11. Research religious beliefs as they relate to food patterns, especially the prohibition of particular foods.
Tension Reliever—What makes you turn to certain foods when you’re anxious, nervous, or angry? When are they served at home?

Behavior Change—What kinds of foods do you associate with controlling other people? What foods were you forced to eat or deprived of as a child? Did your family reward with food? What eating habits did your family insist on? Did you rebel?

5. In small groups, brainstorm ways your family uses food for special family occasions.

- Birthdays
- Anniversaries
- Family Reunions
- Recreation
- Religious Occasions
- Holidays

Discuss—Food is used as a socializing agent and may be given a different value when served to friends.

Describe some of your social activities at school or away from school in which food is served. Compare types of social activities at which food is not served.

As a summary, write an article on “Food—A Means of Social Communications.”

6. Describe to your class a favorite family meal. Explain why this meal was important to you. Discuss how your food habits have changed in the last five years.

- When did you first eat each food?
- Why did you try it?
- Who introduced you to it?
- Did a parent make you eat it?

Answering these will help you become aware of some of the things that affect food choices and habits.

7. Social

Participate in a game of “First Impressions.” As the teacher holds up a picture or model of different foods, write a word or short phrase which explains a feeling or event you associate with the food.

Use resources to investigate the various foods associated with different groups.

Discuss—“Food preferences formed easily in life, are difficult to change.”

Eating is a social rite among many peoples. Write a report concerning this.
**COURSE:** Foods and Nutrition - Semester I  
**UNIT TITLE:** Food Patterns and Customs

**COMPETENCY:** 3: The learner will analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns of individuals and families.

**INSTRUCTIONAL OBJECTIVES:**

3.1 Explain the influence that different lifestyles, values and resources have on food choices and eating patterns.  
3.2 Analyze the factors that influence his/her food choices.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Affects of Changing Lifestyles on Food Choices and Eating Patterns</td>
<td>1. Conduct a survey to determine family meal patterns in the community.</td>
<td>Books</td>
</tr>
<tr>
<td>The Influence of Available Resources on Food Choices</td>
<td>Ask questions such as:</td>
<td>B.7: pp. 6, 7, 12-14, 34-76</td>
</tr>
<tr>
<td>Food Supply</td>
<td>How many members are in family?</td>
<td>B.6</td>
</tr>
<tr>
<td>Money</td>
<td>What are the ages of family members?</td>
<td>B.10: pp. 80-89</td>
</tr>
<tr>
<td>Time</td>
<td>Do both parents work?</td>
<td>B.18: pp. 234-235</td>
</tr>
<tr>
<td>Knowledge</td>
<td>What activities do family members participate in?</td>
<td>Resource Guides</td>
</tr>
<tr>
<td>The Influence of Values on Food Choices</td>
<td>How many meals are eaten at home during a week?</td>
<td>C.1: pp. 293-294</td>
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<td>What specific meals are eaten at home:</td>
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<td></td>
<td>Breakfast?</td>
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<td>Lunch?</td>
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<td>Dinner?</td>
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<td>Snacks?</td>
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<td>Who has the major responsibility for preparing meals?</td>
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<td>Discuss the survey results in terms of the families lifestyles and the affect of these on eating patterns. What are the implications for future families? Why?</td>
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<td></td>
<td>2. Complete the &quot;Values Recognition Activity&quot;. (Sample form included.) Discuss how values influence food choices and meal patterns.</td>
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<td>3. Research available materials to find information on the affects of world economic conditions on food choices. Discuss findings with the class.</td>
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<td>4. Invite a representative from the Agriculture Extension Service to discuss how food supplies are affected by weather conditions and technological advances.</td>
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<td>5. Discuss how money, time and knowledge can affect one's food choices.</td>
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<td>6. Brainstorm ways a family can expand their food budget by using their knowledge, time and skills.</td>
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<td>7. Review the factors or conditions which influence the difference in food needs during various stages of the family life cycle.</td>
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<td>8. Note to teacher: Refer to teacher resource book for handouts.</td>
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</table>

FN - 4
COMPETENCY: 4: The learner will distinguish the difference between food fads, fallacies and facts.

INSTRUCTIONAL OBJECTIVES:

4.1 Evaluate the truth behind food fads.
4.2 Recognize how food quacks operate.
4.3 Understand why food additives are used and how they are controlled.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>1. Take a pretest on “Food Facts or Fallacies.”</td>
<td>Audio-Visuals I.31</td>
</tr>
<tr>
<td>(See test bank.)</td>
<td>I.2</td>
</tr>
<tr>
<td>2. Show a film or filmstrip on food fads and facts. Discuss.</td>
<td>Books b.7: pp. 16-27</td>
</tr>
<tr>
<td>3. Read available references and list signs of food quack and identify those types of information that may fit in the category of being a quack.</td>
<td>b.6: pp. 35-42</td>
</tr>
<tr>
<td>4. Look in the “Reader’s Guide to Periodical Literature” for current articles on nutrition. Read three of these articles, write a synopsis of each. Indicate whether the articles seem to promote a food fact or not and explain why.</td>
<td>b.12</td>
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<tr>
<td>5. Discuss common myths about vitamins.</td>
<td>b.13: pp. 17-23</td>
</tr>
<tr>
<td>6. Using a list of foods regularly eaten by classmates, identify those items which are current fads. Propose alternate selections of food which would have contributed more needed nutrients to the total daily intake.</td>
<td>b.18: pp. 168-186</td>
</tr>
<tr>
<td>7. Bring to class a food advertisement or a tape recording of a food ad on TV or radio. For each, answer the following questions:</td>
<td>b.5: pp. 995-1005, 1115-1132</td>
</tr>
<tr>
<td>What nutrition information does the ad offer?</td>
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<td>What feelings does the ad attempt to arouse?</td>
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<tr>
<td>Does the ad give enough information to justify purchase of the product?</td>
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<td>If not, what information do you think it should offer?</td>
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<tr>
<td>8. Identify sources of dependable information on food.</td>
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<td>9. Bring in a diet article and report on it to the class (Example: Scarsdale, Grapefruit, Cambridge, Herbal, Lite, Conway, Dolly Parton, etc.).</td>
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<tr>
<td>Evaluate diets</td>
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<td>Is it a sensible diet?</td>
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<td>How many calories does it include?</td>
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<tr>
<td>Does it provide variety and balanced nutrition?</td>
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<td>Does it promise realistic results?</td>
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<td>10. Research consumer-oriented periodicals for current information on fad diets, quacks or quackery, natural foods, organic foods. Report findings to the class.</td>
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</tbody>
</table>
**COURSE:** Foods and Nutrition - Semester 1

**UNIT TITLE:** Relation of Diet to Health and Appearance

**COMPETENCY:** 5: The learner will analyze the role of nutrients in meeting the nutritional needs of individual.

**INSTRUCTIONAL OBJECTIVES:**

5.1 Understand how nutrients work in the human body.
5.2 Identify the best food sources of each nutrient.
5.3 Recognize the effects of using too little or too much of a nutrient.

**CONTENT OUTLINE**

<table>
<thead>
<tr>
<th>Factors that Influence Nutrient Needs and Food Choices</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrients and Their Relationship to Health, Energy and Appearance</td>
<td>1. Complete a pretest or knowledge survey on nutrition and health facts. Evaluate your pretest.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Identification of Nutrients</td>
<td>2. Read one or more of the identified references or resources.</td>
<td>I.34</td>
</tr>
<tr>
<td>Functions and Sources of Nutrients</td>
<td>3. View filmstrip on good nutrition.</td>
<td>I.2</td>
</tr>
<tr>
<td>Nutrient and Calorie Needs</td>
<td>4. Working with 2 or 3 of your classmates, select a nutrient and do the following:</td>
<td>Books</td>
</tr>
<tr>
<td>How the Body Uses Food</td>
<td>Teach the nutrient to the rest of the class by:</td>
<td>B.7: pp. 30-70</td>
</tr>
<tr>
<td>Digestion</td>
<td>Answering basic questions about it.</td>
<td>B.9: pp. 22-45</td>
</tr>
<tr>
<td>Absorption</td>
<td>Preparing and serving a food rich in the nutrient.</td>
<td>B.17: pp. 388-389</td>
</tr>
<tr>
<td>Metabolism</td>
<td>Preparing a five-point quiz about the nutrient to be given to the class.</td>
<td>B.5: pp. 584-597, 1607-1614</td>
</tr>
<tr>
<td>Effects of too Little or too Much of a Nutrient</td>
<td>Work with class to decide on 5 or 7 questions about nutrients which all groups will be expected to answer.</td>
<td>Computer</td>
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<tr>
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<td>Allow some library and class time for preparation of reports.</td>
<td>J.16</td>
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<td></td>
<td>Work with class to develop a score sheet for evaluating the reporters with such items as:</td>
<td>Periodicals</td>
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<td></td>
<td>Spoke so classmates could hear.</td>
<td>F.4</td>
</tr>
<tr>
<td></td>
<td>Divided the work equally between group members.</td>
<td>Resource Guides</td>
</tr>
<tr>
<td></td>
<td>Used some visual aids to help classmates understand.</td>
<td>C.1: pp. 27-40</td>
</tr>
<tr>
<td></td>
<td>5. Play &quot;Password&quot; using the names of nutrients. Divide into two teams. Each team selects a leader--the person who will give clues. One team member at a time works with the leader. A large index card with the name of the nutrient on it is flashed in front of the leader, who then gives a series of single-word clues to his partner, until the nutrient is identified. After the nutrient is identified, another team member works with the leader. The team that identifies the most nutrients in five minutes is the winner. If someone gives a false clue, the other team is automatic winner of that round.</td>
<td>Special Instructional Kits</td>
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<td></td>
<td>6. Using a transparency of the Human Digestive System, trace the body's utilization of food from digestion to metabolism. (The transparency master is in Food for Today Teacher's Resource Book.)</td>
<td>E.3: pp. 10-16</td>
</tr>
<tr>
<td></td>
<td>7. Review nutrient facts using a computer software program.</td>
<td>E.2</td>
</tr>
<tr>
<td></td>
<td>8. Note to teacher: Refer to teacher resource books for additional activities.</td>
<td>FN - 6</td>
</tr>
</tbody>
</table>
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Relation of Diet to Health and Appearance

COMPETENCY: 6: The learner will identify ways of adequately meeting the nutritional needs of individuals for the promotion and maintenance of good physical and emotional health.

INSTRUCTIONAL OBJECTIVES:

6.1 Understand factors that affect an individual's nutritional needs.
6.2 Understand how a knowledge of nutrition can help one choose foods that meet his/her nutritional needs.

CONTENT OUTLINE

| The Meaning of Nutrition | 1. Read one or more of the identified references or resources. | Audio-Visuals |
| Factors Influencing Nutrient Needs and Food Choices | 2. View an audiovisual on good nutrition. | I.2 |
| An Adequate Diet | 3. Discuss the following questions: | Books |
| A Balanced Diet | What is nutrition and how does it affect the quality of life? | B.7: pp. 75-50 |
| The Basic Four Food Groups | What is an adequate diet? | B.9: pp. 44-68 |
| RDA | What is a balanced diet? | B.2: pp. B-12 |
| | What is the key nutrient concept? | B.17: pp. 384-396 |
| | What are the three major functions of food? | B.9: pp. 14-20 |
| | Why are the RDA and U.S. RDA valuable tools for good nutrition? | B.5: pp. 990-992 |
| | What are the basic food groups and how are they used to secure a balanced diet? | Computer Programs |
| | What are some problems that may result if the basic four food groups on balanced diet concept is not understood? | J.8 |
| | 4. Invite a doctor, coach or nutritionist to class to discuss "Nutrition and Its Relationship to Good Physical and Emotional Health." | I.96 |
| | 5. Prepare a chart indicating columns for each of the basic food groups. In each column list at least five foods found in that group. At the bottom of each column indicate the chief nutrients contributed to the diet by each group. | Curriculum Guides |
| | 6. Prepare a mobile illustrating foods from each of the basic food groups. | A.4: Folder #1 |
| | 7. Prepare a collage on the "Basic Food Groups." | Resource Guides |
| | 8. Note to teacher: Refer to teacher resource books for handouts and additional activities. | C.1: pp. 36-38 |
| | 9. Prepare a chart indicating columns for each of the basic food groups. In each column list at least five foods found in that group. At the bottom of each column indicate the chief nutrients contributed to the diet by each group. | Student Activity Guides |
| | 10. Prepare a mobile illustrating foods from each of the basic food groups. | D.1: pp. 15-18 |
### COMPETENCY:
7: The learner will evaluate the relationship of diet and lifestyles to nutritionally related health problems.

### INSTRUCTIONAL OBJECTIVES:
7.1 Explain how an inadequate diet and/or a stressful lifestyle can result in serious disease or disorder.

### CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Relationship of Diet to Physical, Mental and Emotional Health</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship of Diet to Physical, Mental and Emotional Health</td>
<td>1. Research the following topics and report to class: Diet related diseases and disorders such as:</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td></td>
<td>Coronary heart diseases</td>
<td>I.92</td>
</tr>
<tr>
<td></td>
<td>Obesity</td>
<td>I.96</td>
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<tr>
<td></td>
<td>Anorexia Nervosa</td>
<td>B.7: pp. 70-73</td>
</tr>
<tr>
<td></td>
<td>Bulimia</td>
<td>B.9: pp. 64-73</td>
</tr>
<tr>
<td></td>
<td>Ulcers</td>
<td>B.6: pp. 22-27</td>
</tr>
<tr>
<td>Diseases and Disorders resulting from Deficiencies or Excesses of Nutrients</td>
<td></td>
<td>Books</td>
</tr>
<tr>
<td>Coronary Heart Disease</td>
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<td>Dental Cavity</td>
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<td>Iron Deficiency</td>
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<tr>
<td>Effects of Alcoholism and Drug Abuse</td>
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<tr>
<td>Emotions and Digestion</td>
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<tr>
<td>Note to teacher: These reports could be assigned to selected students.</td>
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<tr>
<td>2. Read the article, &quot;That Mysterious Ailment May Be a Food Allergy.&quot;</td>
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<td>Periodicals</td>
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<tr>
<td>3. Develop some realistic guidelines to help teenagers improve their diets and daily habits so as to avoid many of the diet-related diseases or disorders.</td>
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<td>4. View a filmstrip on food practices and problems throughout the world.</td>
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<tr>
<td>5. Read recommended reference and discuss how stress, alcohol and drugs can affect the body's utilization of food.</td>
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<tr>
<td>6. View a video-tape or filmstrip on food related disorders.</td>
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</tbody>
</table>

### REFERENCES/RESOURCES
- Audio-Visuals
  - I.92
  - I.96
- Books
  - B.7: pp. 70-73
  - B.9: pp. 64-73
  - B.6: pp. 22-27
  - B.5: pp. 90, 281, 524-541, 548, 555-575, 1135-1145, 1639-1650, 1652, 1659-1709, 2129-2133
- Periodicals
  - F.7
  - F.2
COMPETENCY: 8. The learner will demonstrate use of nutrition principles when planning meals to meet dietary needs.

INSTRUCTIONAL OBJECTIVES:
8.1 Determine one's nutritional requirements.
8.2 Evaluate one's nutritional intake.
8.3 Apply nutrition information to your food choices.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Determining Nutritional Needs</th>
<th>Evaluating Nutritional Intake</th>
<th>Meal Patterns</th>
<th>Planning Meals to Meet Dietary Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read one or more of the recommended references.</td>
<td>2. Discuss:</td>
<td>What happens if you get too much of a nutrient that is stored by the body?</td>
<td>What happens if you get too much of a nutrient that is not stored by the body?</td>
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<td>1.70</td>
<td>1.72</td>
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<td>Books</td>
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<td>B.7: pp. 30-36, 85-88</td>
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<td>B.5: pp. 801-893, 1378-1382</td>
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<td>Computer Programs</td>
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<td>Curriculum Guides</td>
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<td>A.4: Folder #3</td>
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<td>Resource Guides</td>
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<td>C.1: pp. 37-39</td>
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LEARNING/TEACHING ACTIVITIES

1. Keep a diary of the food you eat for seven consecutive days, using the "Food Record For a Day" (included). Be sure to write down all the foods you eat and drink, including snacks.

2. Evaluate your diet to determine whether it included an adequate number of servings from each food group each day.

3. Calculate and record your nutrient intake for the seven days on the "Form for Recording Nutrient Intakes." (Food for Today Teacher's Guide). Use the "Nutritive Values of the Edible Portions of Foods," (Appendix D-Food for Today, or Appendix C-Guide to Good Food,) to determine your nutrient intake. Answer the following questions:

   a. In what nutrients is your diet adequate?
   b. What nutrients are you receiving in excess?
   c. What nutrients are not supplied in sufficient amounts?
   d. What foods would help to balance your diet?
What consequences may result if you continue to follow this pattern of eating?

5. View a filmstrip on the principles of meal planning.

6. Plan your ideal menu for a day using any pattern of meals you wish. Be sure to note serving sizes. Evaluate the menu using the "Diet Analysis Worksheet." Does the menu provide enough nutrients to adequately meet your nutritional requirements? If not, indicate how it should be improved.

7. Plan your food intake for a week. Evaluate this using the "Diet Analysis Worksheet." In what ways can this be improved and why should it be improved?

8. Using computer program, evaluate food intake and menu plans.

**COURSE:** Foods and Nutrition - Semester I  
**UNIT TITLE:** Meal Planning to Meet Nutrient Requirements  

**COMPETENCY:** 9: The learner will plan, prepare and serve nutritious snacks.

**INSTRUCTIONAL OBJECTIVES:**

9.1 Demonstrate skill in planning, preparing and serving snacks that are nutritious, as well as, attractive and appetizing.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snacking as a Way of Life</td>
<td>1. Work together in groups of two or three to prepare a display, bulletin board or collage on “Nutritious Snacks for Teens.”</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>For Active Families</td>
<td></td>
<td>1.55</td>
</tr>
<tr>
<td>For Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks for Children</td>
<td>2. Search available cookbooks, magazines and newspapers to find recipes and ideas for nutritious snacks that appeal to children, teens and adults and are quick and economical to prepare.</td>
<td>1.71</td>
</tr>
<tr>
<td>Nutrient Content</td>
<td></td>
<td>1.20</td>
</tr>
<tr>
<td>Caloric Content</td>
<td></td>
<td>1.36</td>
</tr>
<tr>
<td>Snacks for Teens</td>
<td>3. Working in pairs, prepare several different snacks in class. Evaluate these for nutritional content, appetite appeal, taste, preparation time required. (Use attached score sheet for this.)</td>
<td>Books</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td>8.9: pp. 58, 276</td>
</tr>
<tr>
<td>Caloric Content</td>
<td></td>
<td>8.1: pp. 368-369</td>
</tr>
<tr>
<td>Snacks for Adults</td>
<td>4. Use computer program to evaluate snack choices.</td>
<td>Computer Programs</td>
</tr>
<tr>
<td></td>
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<td>J.6</td>
</tr>
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<td>Periodicals</td>
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<td>F.3</td>
</tr>
</tbody>
</table>

FN - 11
**Course:** Foods and Nutrition - Semester 1  
**Unit Title:** Meal Planning to Meet Nutrient Requirements

**Competency:** 10: The learner will plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

**Instructional Objectives:**
10.1 To develop an understanding of the importance of including breakfast in the daily meal plan.
10.2 To develop skill in planning, preparing and serving breakfast foods that are easy to prepare and serve, yet still high in nutrition.

<table>
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<tr>
<th>Content Outline</th>
<th>Learning/Teaching Activities</th>
<th>References/Resources</th>
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<tbody>
<tr>
<td>Importance of Breakfast in</td>
<td>1. Read one or more of the recommended resources.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Meeting Nutritional Requirements</td>
<td>2. Discuss the importance of eating breakfast each day.</td>
<td>1.10</td>
</tr>
<tr>
<td>Breakfast Foods</td>
<td>3. Search books, magazines, newspapers, recipe books, etc. to locate recipes and ideas for</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td>breakfast that can be prepared and eaten quickly at home or on the go.</td>
<td>Books</td>
</tr>
<tr>
<td>Foods That are Simple and Easy</td>
<td>4. Working with lab partners, prepare several of the foods in class.</td>
<td>B.7: pp. 85, 412</td>
</tr>
<tr>
<td>to Prepare for Breakfast</td>
<td>Evaluate these for nutritional content, appetite appeal, taste, and preparation time required.</td>
<td>B.9: pp. 273-274</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.17: pp. 398-399</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.1: pp. 356-357</td>
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<td></td>
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<td>B.14</td>
</tr>
</tbody>
</table>
## COURSE:
Foods and Nutrition - Semester I

## UNIT TITLE:
Organization and Management of Kitchen Facilities

### COMPETENCY:
11: The learner will recognize kitchen work centers and storage spaces.

### INSTRUCTIONAL OBJECTIVES:
11.1 Identify kitchen work centers and storage areas.

### CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Learning/Teaching Activities</th>
<th>References/Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Kitchen Organization</strong></td>
<td><strong>Audio-Visuals</strong></td>
</tr>
<tr>
<td>Work Centers</td>
<td><strong>Books</strong></td>
</tr>
<tr>
<td>1. View transparencies. Listen to a discussion of the three basic work areas in a kitchen and the different activities that occur in each.</td>
<td>B.9: pp. 105-108</td>
</tr>
<tr>
<td>2. View a filmstrip on kitchen work centers and triangles.</td>
<td>B.7: pp. 126-132</td>
</tr>
<tr>
<td>3. Analyze the work triangles in the foods laboratory and evaluate them in terms of their efficiency.</td>
<td>Booklets</td>
</tr>
<tr>
<td>4. Analyze your kitchen at home and indicate what changes you would make in the way food and equipment are stored to make it more efficient.</td>
<td>G.7</td>
</tr>
<tr>
<td>5. Draw a diagram of your idea of an ideal kitchen, show location of work centers, and identify the work triangle.</td>
<td>Resource Guides</td>
</tr>
</tbody>
</table>

**Audio-Visuals**

- I.51

**Books**

- B.9: pp. 105-108
- B.7: pp. 126-132

**Booklets**

- G.7

**Resource Guides**

- C.1: pp. 45-47
### CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Kitchen Floor Plans</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage and Work Space</td>
<td>1. Select five magazine pictures of kitchens which appeal to you. Write a short paper describing the basic floor plan and overall efficiency of each of the kitchens.</td>
<td>Audio-Visuals 1.51</td>
</tr>
<tr>
<td>Ventilation</td>
<td>3. Make a kitchen design scrapbook. Include magazine photographs which illustrate different uses of wall coverings and countertops.</td>
<td>Booklets G.7</td>
</tr>
<tr>
<td>Counter Tops</td>
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<td>Wall Coverings</td>
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<td>Lighting</td>
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<tr>
<td>Electrical Wiring</td>
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<tr>
<td>Special Accessories</td>
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</tbody>
</table>

### INSTRUCTURAL OBJECTIVES:

12.1 Evaluate basic types of kitchens.
12.2 Understand electrical safety in the kitchen.
12.3 Make use of kitchen to meet one's needs.

### LEARNING/TEACHING ACTIVITIES

1. Select five magazine pictures of kitchens which appeal to you. Write a short paper describing the basic floor plan and overall efficiency of each of the kitchens.

2. Visit a hardware store or home improvement center. Obtain brochures, catalogs and samples of countertops, floor coverings and wall coverings that are suitable for kitchens. Discuss the advantages and disadvantages of the various materials.

3. Make a kitchen design scrapbook. Include magazine photographs which illustrate different uses of wall coverings and countertops.

4. Analyze the design of the kitchen in your home, noting both the positive and negative aspects. Draw plans to show how you would remodel your kitchen. Include wall and floor covering samples and photographs of new appliances.

5. Take a field trip to a mobile home and/or model home to study kitchen designs. Evaluate these in terms of overall efficiency and attractiveness.

Note to teacher: Refer to teacher resource books for handouts and other activities.
### LEARNING/TEACHING ACTIVITIES

<table>
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<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Read one or more of the recommended references.</td>
<td>Audio-Visuels 1.9</td>
</tr>
<tr>
<td></td>
<td>2. View filmstrip or video tape on major appliances.</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>3. View filmstrip or video tape on portable appliances.</td>
<td>1.38</td>
</tr>
<tr>
<td></td>
<td>4. Research consumer magazines for articles about major appliances. Identify major features that maybe needed and used by most people.</td>
<td>1.87</td>
</tr>
<tr>
<td></td>
<td>5. Have students select one large appliance and make a poster and accompanying booklet describing the use, care and safety practices.</td>
<td>1.53</td>
</tr>
<tr>
<td></td>
<td>6. Conduct an &quot;Appliance Sale&quot; using students as sales persons, describing various appliances in terms of use, material, care and safety practices.</td>
<td>1.59</td>
</tr>
<tr>
<td></td>
<td>7. Use warranties from appliances. Compare coverage and limitations. Discuss provisions made for in the warrants. Compare correct usage with incorrect usage in terms of the provisions warranties.</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td>8. Compare cost and efficiency of different pieces of equipment. Ask for several volunteers to perform the same task, using different pieces of equipment. For example, students might chop equivalent quantities of nuts or celery using each of the following: Paring knife, French knife, Slicing knife, Nonelectrical nut chopper (for nuts), Blender, Food processor. Help students compare the time (including cleaning time) and the energy (human and electrical) costs of performing the task with the different pieces of equipment. The end-condition of the product should also be compared. Summarize results and draw conclusions about the factors to be considered in choosing equipment for food preparation.</td>
<td>Books B.9: pp. 114-134, B.7: pp. 140-160, B.17: pp. 41-46, B.10: pp. 341-345, B.1: pp. 327-332</td>
</tr>
</tbody>
</table>
9. Work in small groups (2 or 3) to demonstrate the use and care of selected appliances, such as:

- Electric skillet
- Microwave oven
- Standard mixer
- Food processor
- Convec't'mn oven
- Electric blender
- Pressure cooker

Note to teacher: Have students prepare a food item in their demonstration.

10. Note to teacher: Refer to teacher resource books for handouts and additional activities.
UNIT TITLE: Organization and Management of Kitchen Facilities

COMPETENCY: 14: The learner will select, use and care for cookware and food preparation tools.

INSTRUCTIONAL OBJECTIVES:
14.1 Identify a variety of cookware and food preparation tools.
14.2 Recognize quality features in cookware and food preparation tools.
14.3 Select the appropriate cookware and preparation tools for the task to be completed.
14.4 Use and care for the equipment properly.

CONTENT OUTLINE

Factors to Consider Before Choosing Food Preparation Tools
Types
Uses
Cooking and Baking Utensils
Materials Used
Construction
How to Select, Use and Care For

1. Read one or more of the recommended references.
2. View a filmstrip, video tape, etc. on cooking utensils. Discuss factors to consider when selecting these.
3. Prepare a display or bulletin board on "Small Kitchen Tools." Give a brief description of each tool and explain how to use it.
4. Take a field trip to the housewares section of a department store. List the types of cooking and baking utensils that are available. Compare features and prices. Make a list of needed cooking and baking utensils for a single person living alone for the first time.
5. Investigate the types of materials that are used in the construction of cookware. Compare the pros and cons of cooking with each.
6. Study recipes and list the equipment needed for preparing the product. Locate the items in the foods lab. Display them along with the recipe and a tray. Have classmates evaluate the accuracy of your choices.
7. Play an equipment identification game such as bingo. The names of the equipment can be placed on a card. Flash cards on which enlargements of the utensils have been placed, can be held up for all students to see. If they have the name on their card, they should cover it. Continue until bingo is called.
8. Working in small groups, demonstrate how to use and care for selected utensils properly. Example:
   - Chef's knife
   - Vegetable peeler
   - Food mill
   - Pastry blender
   - Melon-ball cutter, etc.

Note to teacher: Refer to teacher resource books for handouts and additional activities.
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 15: The learner will interpret the use of time, energy and money in the management of meals.

INSTRUCTIONAL OBJECTIVES:
15.1 Save time and energy in the kitchen.
15.2 Organize and simplify meal preparation.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternatives to the Use of Time and Energy</td>
<td>1. List the factors which contribute to the amount of time needed for planning and preparing a meal.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td></td>
<td>2. Discuss how the following resources can save time and/or energy:</td>
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<tr>
<td></td>
<td>Money</td>
<td>1.76</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>Convenience Foods</td>
<td>1.72</td>
</tr>
<tr>
<td>Work Simplification</td>
<td>Money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Convenience foods</td>
<td></td>
</tr>
<tr>
<td>Making a Schedule</td>
<td>3. Working with lab group, prepare one of the following:</td>
<td>Books</td>
</tr>
<tr>
<td></td>
<td>Fudge brownies from scratch</td>
<td>B.7: pp. 257-259</td>
</tr>
<tr>
<td></td>
<td>Fudge brownies from a packaged mix</td>
<td>B.9: pp. 282-289</td>
</tr>
<tr>
<td></td>
<td>Fudge brownies from a commercial refrigerated dough</td>
<td>B.10: pp. 345-346</td>
</tr>
<tr>
<td></td>
<td>Compare the three products with bakery fudge brownies and commercial ready-made fudge brownies. Compare cost per serving, preparation time, flavor, texture and appearance of each product.</td>
<td>Resource Guides</td>
</tr>
<tr>
<td></td>
<td>4. List five convenience foods used in your home within the past week. Describe how the food was used. Was it an alternative to the use of time and energy? If so, how?</td>
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<td></td>
<td>5. Working with lab group, complete the following:</td>
<td>Student Activity Guides</td>
</tr>
<tr>
<td></td>
<td>Choose a meal you would like to prepare.</td>
<td>D.1: pp. 66-70</td>
</tr>
</tbody>
</table>

Note to teacher: Refer to teacher resource books for handouts and additional activities.
COMPETENCY:

16. The learner will describe practices which provide for safety and sanitation in the preparation and service of food.

INSTRUCTIONAL OBJECTIVES:

16.1 Recognize safety hazards in the kitchen.
16.2 Use safety practices to prevent accidents in the kitchen.
16.3 Recognize the causes of food-borne illnesses.
16.4 Know how to prevent food-borne illnesses.

CONTENT OUTLINE

How to Prevent Accidents in the Kitchen
Food-Borne Illnesses
Keeping Food Safe
- Personal Hygiene
- Kitchen Cleanliness
- Preventing Food Contamination
- Preventing Food Spoilage

LEARNING/TEACHING ACTIVITIES

1. Read one or more of the recommended references.
2. View a filmstrip or computer program on sanitation and safety practices to follow when handling food.
3. Have food service manager discuss with the class the sanitation and safety procedures that are followed in the school cafeteria and the importance of following these practices.
4. Do a report on the most common types of food-borne illnesses, what causes each to occur, and how each can be prevented.
5. Formulate a list of sanitation and safety standards which can be practiced in the foods laboratory.
6. Demonstrate how to use the fire extinguisher in the classroom.
7. Conduct a safety check of the kitchens in the home economics department.
8. Demonstrate simple first aid procedures for cuts, burns and falls.
9. Role play a cooking activity using unsafe cooking practices. Have students list the safety rules that are broken.
10. Note to teacher: Refer to teacher resource books for additional activities.

REFERENCES/RESOURCES

Audio-Visuals
I.74
I.81
I.32
Books
B.9: pp. 75-89
B.7: pp. 192-208
B.16: pp. 252-260
B.5: pp. 604-610, 619-620
Computer Programs
J.2
Resource Guides
C.1: pp. 60-69
C.3: pp. 21-25
Student Activity Guides
D.1: pp. 19-23
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 17. The learner will interpret the meanings of words, symbols, abbreviations and directions given in recipes.

INSTRUCTIONAL OBJECTIVES:
17.1 Know the meanings of words, symbols and abbreviations used in recipes.
17.2 Evaluate and use recipes successfully.
17.3 Describe different cooking methods and demonstrate the ability to use each appropriately.

CONTENT OUTLINE

Learn Basic Food Terms

Symbols and Abbreviations

Measuring Techniques

Basic Equivalents

Following Recipes

Substitutions

Preparing Food for Cooking

Cooking on Top of the Range

Cooking in the Oven or Broiler

LEARNING/TEACHING ACTIVITIES

1. View a filmstrip on understanding recipes, cooking terms, etc.

2. Bring assorted recipes to class. Discuss how ingredients are listed; how preparation steps are given in different recipes. Determine which format is easiest to follow.

3. Work in one of six groups. Demonstrate how to measure one of the following correctly:
   - Flour
   - Fat
   - Granulated sugar
   - Brown sugar
   - Powdered sugar
   - Liquid

4. Use computer software program to review measuring techniques.

5. Demonstrate the preparation of a simple recipe that includes measuring liquid, dry and solid ingredients. A cookie or muffin recipe would be appropriate.

6. Select a recipe and write down the amounts of ingredients you would use if you doubled the recipe; divide the recipe.

7. Demonstrate various methods of cutting food such as:
   - Paring
   - Scraping
   - Slicing
   - Mincing
   - Cubing
   - Dicing
   - Chopping
   - Mashing
   - Cubing
   - Coring
   - Dicing
   - Wedging
   - Chopping
   - Trimming
   - Shredding

8. Complete a crossword puzzle or bingo game on cooking terminology.

9. Complete the activity on “Reading, Following and Adapting Recipes.”

   The teacher should give each student a copy of a recipe. Point out the parts.
   - Ingredients and amounts
   - Directions for mixing or combining
   - Tests for doneness
   - Number of servings
   - Pan size
   - Cooking temperature and time

REFERENCES/RESOURCES:

Audio-Visuals

I.75

Books

B.7: pp. 223-252

B.16: pp. 116-127

B.17: pp. 46-66

Computer Programs

J.1

Resource Guides

C.1: pp. 74-84
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<tr>
<td>Answer these questions about the recipe:</td>
<td>10. Demonstrate the preparation of a quick bread - substituting self-rising flour for plain flour.</td>
<td></td>
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<tr>
<td>What do you have to do before you start the first step?</td>
<td>11. Discuss recipe modifications that have to be made at high levels.</td>
<td></td>
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<tr>
<td>What care does the cooking utensil require?</td>
<td>12. Practice increasing or decreasing recipes.</td>
<td></td>
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<tr>
<td>How are the yields given?</td>
<td></td>
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<tr>
<td>What substitutions can be made, if any?</td>
<td></td>
<td></td>
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<tr>
<td>How would this food be served?</td>
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<tr>
<td>What other foods could be combined with this one in order to make a balanced meal?</td>
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</tbody>
</table>

Select a recipe, copy it on the attached recipe worksheet, complete the sheet as instructed.
### Content Outline

<table>
<thead>
<tr>
<th>Cereal</th>
<th>1. View a filmstrip on how to select, plan, prepare and serve bread and cereal products. Discuss:</th>
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<tr>
<td></td>
<td>Kinds of Cereals</td>
</tr>
<tr>
<td></td>
<td>Principles of Cereal Cookery</td>
</tr>
<tr>
<td></td>
<td>Preparation of Cereal, Rice and Pasta Products</td>
</tr>
<tr>
<td>Baked Products</td>
<td>How bread flour, all-purpose flour and cake flour differ.</td>
</tr>
<tr>
<td>Ingredients</td>
<td>The function of each of the following ingredients in baked products:</td>
</tr>
<tr>
<td>Mixing Methods</td>
<td>The principles of cereal cookery.</td>
</tr>
<tr>
<td>Quic...</td>
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<tr>
<td>Quick Breads</td>
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<tr>
<td>Principles of Quick Bread</td>
<td></td>
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<tr>
<td>Preparation</td>
<td></td>
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<tr>
<td>Preparation of Biscuits</td>
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<tr>
<td>Preparation of Muffins</td>
<td></td>
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<tr>
<td>Preparation of Popovers</td>
<td></td>
</tr>
<tr>
<td>Ways to Serve Cereal and Bread Products</td>
<td></td>
</tr>
</tbody>
</table>

### Learning/Teaching Activities

1. View a filmstrip on how to select, plan, prepare and serve bread and cereal products. Discuss:
   - The principles of cereal cookery.
   - The meaning of gluten.
   - How bread flour, all-purpose flour and cake flour differ.

2. Demonstrate the preparation of homemade muffins. Remove one sample batter from the mixing bowl at the under-mixed stage. Remove a second sample when the batter has reached optimum stage. Continue to mix the remaining batter several minutes longer. After baking, compare appearance, grain and eating quality of the three groups of muffins. Discuss findings.

3. Work in groups. One group prepare homemade rolled biscuits, another group prepare refrigerated rolled biscuits. Compare the appearance, grain, eating quality and cost of each.

4. Prepare a buffet brunch featuring quick breads. Prepare muffins, biscuits, popovers and coffee cakes. Evaluate the products using selected evaluation criteria.
5. Work with a small group. Prepare one of the following cereal products:
   - Regular oatmeal
   - Quick cooking oatmeal
   - Farina
   - Yellow cornmeal
   - Cream of rye
   - Cream of rice
   - Hominy
   - Hominy grits
   - Bulgur
   - Barley

   Using chart form, record cooking time, appearance, flavor and degree of swelling. Discuss findings.

   Note to teacher: Refer to teacher resource books for handouts and additional activities.
The learner will select, prepare and serve dairy products.

**INSTRUCTIONAL OBJECTIVES:**

19.1 Make wise decisions when buying and using dairy foods.
19.2 Store dairy foods correctly to conserve their nutrients and flavor.
19.3 Choose the correct procedures for cooking milk and cheese.
19.4 Serve cheese and milk products in a variety of ways.

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<th>REFERENCES/RESOURCES</th>
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<tbody>
<tr>
<td>Purchasing and Storing Dairy</td>
<td>1. View a filmstrip or video tape that discusses the purchasing and preparation of dairy products.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Products</td>
<td></td>
<td>I.62</td>
</tr>
<tr>
<td>Principles of Milk Cookery</td>
<td>2. Listen to the teacher discuss the following:</td>
<td>I.63</td>
</tr>
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<td>Cooking with Milk and Cream</td>
<td></td>
<td>I.18</td>
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<td>Frozen Desserts</td>
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<td>Books</td>
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<tr>
<td>Cooking with Cheese</td>
<td></td>
<td>B.7: pp. 330-345</td>
</tr>
<tr>
<td>Ways to Serve Milk and Cheese</td>
<td></td>
<td>B.9: pp. 348-361</td>
</tr>
<tr>
<td>Products</td>
<td></td>
<td>B.17: pp. 127-143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.1: pp. 309-312</td>
</tr>
<tr>
<td></td>
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<td>B.5: pp. 1459-1504</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Booklets</td>
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<td></td>
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<td>G.11</td>
</tr>
<tr>
<td></td>
<td>3. Work with a laboratory group; prepare hot cocoa beverages. One group should use fresh fluid whole milk, another should use reconstituted non-fat dry milk and a third group should use evaporated milk. Sample and evaluate each product from the standpoint of differences in appearance, texture and flavor. Which do you prefer and why?</td>
<td>Resource Guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.1: pp. 112-114</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.3: pp. 79-83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Activity Guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D.1: pp. 83-85</td>
</tr>
<tr>
<td></td>
<td>4. Work with your laboratory group; prepare one of the following puddings:</td>
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<tr>
<td></td>
<td>- Vanilla cornstarch pudding</td>
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<td></td>
<td>- Tapioca pudding</td>
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<tr>
<td></td>
<td>- Rice pudding with raisins</td>
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<tr>
<td></td>
<td>- Bread pudding</td>
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<tr>
<td></td>
<td>Taste and evaluate each product. Discuss the important cooking principles that apply to each of these products.</td>
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<td></td>
<td>5. Work with your laboratory group; place two pieces of bread on a cookie sheet. Place one slice of cheddar cheese on one piece of bread and one slice of pasteurized processed cheese on the other; cut each piece of bread into quarters; place them in an oven set at 350°F. Remove one quarter from each piece of bread after five minutes, another after ten minutes, another after fifteen minutes and the last after twenty minutes. Evaluate appearance, flavor and texture. Discuss the principles of cheese cookery.</td>
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<td>6. Review facts learned by completing the crossword puzzle on milk terminology.</td>
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<td></td>
<td>Note to teacher: Refer to teacher resource books for handouts and additional activities.</td>
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</tbody>
</table>
## COURSE: Foods and Nutrition - Semester I

## UNIT TITLE: Management of Resources in Food Preparation and Service

## COMPETENCY: 20: The learner will select, prepare and serve fruits and vegetables.

### INSTRUCTIONAL OBJECTIVES:

- **20.1** Buy and store fruits and vegetables properly.
- **20.2** Decide how to serve fruits and vegetables in a variety of ways.
- **20.3** Understand how cooking affects nutrients, flavor and appearance of fruits and vegetables.
- **20.4** Choose the correct cooking methods for fruits and vegetables.

### CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning/Teaching Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying and Storing Fresh Fruits and Vegetables</td>
<td>1. View a filmstrip on the purchasing, storage and preparation of fruits and vegetables.</td>
</tr>
<tr>
<td>Buying and Storing Canned, Frozen and Dried Fruits and Vegetables</td>
<td>2. Select a number of vegetables which often are served raw. Demonstrate how to clean them properly and cut them into attractive shapes for serving. Arrange them on a tray and serve with an appropriate dip.</td>
</tr>
<tr>
<td>Preparation of Raw Vegetables and Fruits</td>
<td>3. Work with your laboratory group; prepare a vegetable which is available in fresh, frozen and canned forms. Prepare the products according to the principles of vegetable cookery. Evaluate the products comparing appearance, color, texture and flavor. Decide which you prefer and why.</td>
</tr>
<tr>
<td>Vegetable and Fruit Cookery Methods</td>
<td>4. Work in laboratory groups to prepare assorted vegetables using selected recipes. Set up a vegetable buffet using the prepared vegetables. Evaluate the color, flavor and texture of each cooked product.</td>
</tr>
<tr>
<td>Serving Vegetables and Fruits</td>
<td>5. Work in laboratory groups to prepare a variety of cooked fruits using each of the fruit cookery methods. Serve the fruits buffet style. Record your comments after tasting each fruit. Discuss in class.</td>
</tr>
</tbody>
</table>

**Note to teacher:** This is an excellent way to introduce students to vegetables they have not tasted before.

**Note to teacher:** Use handouts from teacher resource books.

### REFERENCES/RESOURCES

- **Audio-Visuals:** 1.39
- **Resource Guides:** C.3: pp. 84-89
- **Student Activity Guides:** D.1: pp. 86-91
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 21: The learner will select, prepare and serve meat, poultry, and seafood.

INSTRUCTIONAL OBJECTIVES:
21.1 Identify different kinds of meat, poultry and seafood.
21.2 Make economical, nutritious choices when shopping for meat, poultry or seafood.
21.3 Store meat, poultry and seafood properly.
21.4 Choose the correct cooking method for meat, poultry and seafood.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Meats</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines to Follow When Selecting</td>
<td>1. View a filmstrip on the selection, purchase, storage and preparation of meats, poultry and seafood. Discuss.</td>
<td>Audio-Visuals I.3</td>
</tr>
<tr>
<td>Principles of Meat Cookery</td>
<td>2. Go on a field trip to the meat and seafood section of a supermarket. Identify different cuts of meat and different kinds of finfish and shellfish available. Record pricing information so that this can be used later to compare costs per serving of different cuts and kinds of meats. Locate recipes for cooking these different cuts of meat.</td>
<td>I.14 I.43 I.47 I.48</td>
</tr>
<tr>
<td>Methods of Meat Cookery</td>
<td></td>
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<tr>
<td>Poultry</td>
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<tr>
<td>Principles of Poultry Cookery</td>
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<td></td>
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<tr>
<td>Methods of Poultry Cookery</td>
<td></td>
<td></td>
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<tr>
<td>Seafood</td>
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<tr>
<td>Principles of Finfish Cookery</td>
<td></td>
<td></td>
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<tr>
<td>Principles of Shellfish Cookery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of Seafood Cookery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways to Serve Meats, Poultry, and Seafood</td>
<td>Evaluate overall appearance, flavor, tenderness and juiciness of the pieces of chicken.</td>
<td>Student Activity Guides C.1: pp. 115-131 C.3: pp. 67-72</td>
</tr>
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<td></td>
<td>5. Review information and meat cuts, preparation and serving, using a game!</td>
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<td></td>
<td>6. Design and/or complete a crossword puzzle, etc. and the selection, preparation and service of meats, poultry and seafood. Note to teacher: Use handouts from teacher resource books.</td>
<td></td>
</tr>
</tbody>
</table>

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FN - 26
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 22. The learner will select, prepare and serve eggs creatively.

INSTRUCTIONAL OBJECTIVES:
22.1 Buy eggs wisely.
22.2 Store eggs correctly.
22.3 Use correct methods for cooking eggs.
22.4 Use proper techniques for beating egg whites.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Eggs</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Read one or more of the recommended references.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td></td>
<td>2. View a filmstrip, video tape, etc. on the selection, storage, preparation and service of eggs.</td>
<td>1.95</td>
</tr>
<tr>
<td></td>
<td>3. Work with laboratory group. Prepare eggs by one of the basic preparation methods. Evaluate the cooked products.</td>
<td>Books</td>
</tr>
<tr>
<td></td>
<td>Note to teacher: Divide the class into laboratory groups; have them plan two lunch and two dinner menus around main dishes made with eggs. Have them prepare one of the meals in class. Refer to teacher resource books for handouts and additional activities.</td>
<td>B.7: pp. 394-407</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.9: pp. 308-323</td>
</tr>
<tr>
<td></td>
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<td>B.17: pp. 156-170</td>
</tr>
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<td></td>
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<td>B.5: pp. 636-646</td>
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<td></td>
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<td>Resource Guides</td>
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<td></td>
<td></td>
<td>C.1: pp. 132-135</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.3: pp. 67-72</td>
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<tr>
<td></td>
<td></td>
<td>Student Activity Guides</td>
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<td></td>
<td></td>
<td>D.1: p. 75</td>
</tr>
</tbody>
</table>
COURSE: Foods and Nutrition - Semester I

UNIT TITLE: Management of Resources in Food Preparation and Service

COMPETENCY: 23: The learner will plan, prepare and serve cookies, cakes and frostings.

INSTRUCTIONAL OBJECTIVES:

23.1 Identify different kinds of cookies, cakes and frostings.
23.2 Use correct methods for preparing cookies, cakes and frostings.
23.3 Store cookies and cakes properly.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
</table>
| Cookies         | 1. View a filmstrip on the preparation of cookies. Discuss in class. | Audio-Visuals
|                 | 2. View a filmstrip on the preparation of cakes. Discuss in class. | I.16
| Kind of Cookies | 3. Prepare cookies that belong to one of the six main groups of cookies. Set up a sample table; have students taste and evaluate the cookies. | I.23
| Ingredients     | 4. Working with a laboratory group, prepare one of the following chocolate chip preparations in class: | Books
| Mixing Methods  | Made from scratch |
| Equipment Used to Make Cookies | Made from a cookie mix |
| Storage         | Made from a cake mix |
| Cakes           | Made from a commercial refrigerated dough |
| Ingredients and Mixing Methods | Compare these home-baked cookies with at least two brands of commercially prepared chocolate chip cookies. Compare appearance, flavor, texture and cost. | Resource Guides
| Principles of Cake Preparation | C.1: pp. 153-164 |
| Preparation of Shortened Cakes | C.3: pp. 90-96 |
| Frosting a Cake | C.1: pp. 92-94 |
|                 | 5. Observe a demonstration on the preparation of a cake by the conventional method and by the quick-mix method. Compare appearance (exterior and interior), volume, texture and flavor. Discuss what differences are apparent. |
|                 | 6. Observe a demonstration on the correct procedures for frosting a cake. |
|                 | 7. Prepare a shortened cake using a pre-selected recipe. Frost and evaluate the cakes according to established evaluative criteria. |

Note to teacher: *mer w teacher resource mater *br ink outs **and additional ac*
**Course:** Foods and Nutrition - Semester I

**Unit Title:** Management of Resources in Food Preparation and Service

**Competency:** 24: The learner will identify factors that influence the selection of table appointments, decorations, methods of service and table settings.

**Instructional Objectives:**

24.1 Choose different kinds of dinnerware, flatware and glassware and identify selection factors applicable to each.

24.2 Demonstrate how to set the table appropriately.

24.3 Demonstrate the appropriate manners to use when serving and eating a meal.

<table>
<thead>
<tr>
<th>Content Outline</th>
<th>Learning/Teaching Activities</th>
<th>References/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments Use for Serving Food</td>
<td>1. View a filmstrip or video tape on selecting tableware and/or table setting.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Table Linens</td>
<td>2. Read and complete an assignment on serving meals. Identify the different kinds of dining areas and the advantages and disadvantages of the main three types of eating areas.</td>
<td>Books</td>
</tr>
<tr>
<td>Centerpiece</td>
<td></td>
<td>B.7: pp. 267-281</td>
</tr>
<tr>
<td>Flatware</td>
<td></td>
<td>B.9: pp. 146-167</td>
</tr>
<tr>
<td>Glassware</td>
<td></td>
<td>B.10: pp. 358-362</td>
</tr>
<tr>
<td>Dinnerware</td>
<td></td>
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<tr>
<td>Table Setting</td>
<td>Table Manners: Identify the different kinds of dinnerware, flatware and glassware and list the selection factors applicable to each. Describe different kinds of meal service and the advantages and disadvantages of each. Demonstrate how to set tables appropriately for different types of meals.</td>
<td>Resource Guides</td>
</tr>
<tr>
<td>Forms of Meal Service</td>
<td></td>
<td>C.1: pp. 96-100</td>
</tr>
<tr>
<td>Formal</td>
<td></td>
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<tr>
<td>Informal</td>
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<tr>
<td>3. Find pictures of a variety of dining areas. Identify type, style and color scheme of each.</td>
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<td>4. Compare flatware made of sterling silver, silver plate and stainless steel. List the advantages and disadvantages of each material.</td>
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<tr>
<td>5. Choose three combinations of glassware, dinnerware and flatware patterns. One combination should be very formal. One should be semiformal to formal. One should be very casual. Include pattern names, manufacturers' names and price information.</td>
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<tr>
<td>6. Note to teacher: Bring to class samples of several kinds of fabrics used in the manufacture of table linens. Using samples of fabrics used in the manufacture of table linens, test each fabric's resistance to shrinking, fading and burning.</td>
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<tr>
<td>7. Find magazine pictures of different table linens. Note the dinnerware, flatware and glassware used with each. Do they harmonize? If not, how could each setting be changed so that all the elements will harmonize?</td>
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<td>8. Role play appropriate and inappropriate table behavior.</td>
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<td>9. Using a given menu, demonstrate the appropriate table setting. Have class evaluate the setting.</td>
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<tr>
<td>10. Using a computer software program, review the principles of place setting, meal service and table manners.</td>
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<td>11. Invite a florist to demonstrate table arrangements for various occasions.</td>
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</tbody>
</table>
### COURSE:
Foods and Nutrition - Semester I

### UNIT TITLE:
Management of Resources in Food Preparation and Service

### COMPETENCY:
25: The learner will plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

### INSTRUCTIONAL OBJECTIVES:
1. **25.1** Apply nutrition knowledge to meal planning.
2. **25.2** Select appropriate tools, equipment and supplies for preparing and serving a meal.
3. **25.3** Use basic principles of management to prepare and serve a meal.
4. **25.4** Conserve natural resources when preparing the meal.
5. **25.5** Choose appropriate tableware and linens for the meal.
6. **25.6** Set the table and serve the meal.

### CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Planning, Preparing and Serving a Meal</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menu</td>
<td>Work with laboratory group to plan, prepare and serve a formal meal, incorporating the information learned and skills developed earlier in the course.</td>
<td>Books</td>
</tr>
<tr>
<td>Recipes</td>
<td>Evaluate using the forms provided with test item 020-00-01.</td>
<td>B.7</td>
</tr>
<tr>
<td>Market Order</td>
<td></td>
<td>B.9</td>
</tr>
<tr>
<td>Time Schedule</td>
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<tr>
<td>Table Setting and Service Plan</td>
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<tr>
<td>Cleaning Schedule</td>
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</tbody>
</table>

Some elements such as page numbers and references to other resources are not fully visible or are not included in the transcription.
COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Trends and Development in Foods and Nutrition

COMPETENCY: 26: The learner will analyze scientific and technological developments in the food industry.

INSTRUCTIONAL OBJECTIVES:
1. Identify new developments in the food industry.
2. Recognize the risk and benefits of food additives and supplements.
3. Identify agencies involved in keeping foods safe to eat.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of New Foods</td>
<td>1. Research periodicals to find information on the most recent developments in food products and production.</td>
<td>Books</td>
</tr>
<tr>
<td>Imitation Foods</td>
<td>Imitation Foods</td>
<td>B.7: pp. 20-26</td>
</tr>
<tr>
<td>Fabricated Foods</td>
<td>Fabricated Foods</td>
<td>B.6: pp. 28-30</td>
</tr>
<tr>
<td>Recent Developments in Processing</td>
<td>Report findings to class.</td>
<td>B.13: pp. 347-349, 354-357, 365-373</td>
</tr>
<tr>
<td>Meats</td>
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<tr>
<td>Vegetables</td>
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<tr>
<td>Milk</td>
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<tr>
<td>Additives and Supplements</td>
<td>2. View audio-visual on food technology.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Common Types</td>
<td></td>
<td>1.102</td>
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<tr>
<td>Need For</td>
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<td>1.2</td>
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<tr>
<td>Regulations governing</td>
<td></td>
<td>1.31</td>
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<tr>
<td>Risks vs Benefits</td>
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<tr>
<td>Pesticides</td>
<td>3. Read labels to identify and analyze foods that are fabricated. Include snack foods such as fruit rolls and breakfast bars. What ingredients might be harmful to some people?</td>
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<td></td>
<td>4. During a field trip to a local food processing plant, look for evidence of scientific and technological advances which contribute to the availability of products for consumers.</td>
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<td></td>
<td>5. Use resources in the laboratory to identify the changes during the last 25 years in techniques for freezing, drying, canning and maintaining fresh food qualities.</td>
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<td></td>
<td>6. Write to various food companies for information about their research and technical development programs. Explain to the class the data you receive.</td>
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<td>7. Distinguish between food additives which have been shown to be safe from those which have been inadequately tested or shown to be harmful.</td>
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</table>

Provide, or have students provide, a variety of food labels and packages.

Direct students to study this material and record the names of various food additives.

Using references such as Eater's Digest, The Consumer's Factbook of FOOD ADDITIVES BY MICHAEL JACOBSON (available from the Center for Science in the Public Interest, 1755 South St., N.W., Washington, D.C. 20009) or other current materials, assist students in identifying the harmless additives and the most common questionable ones.

Note to teacher: Provide materials so that students may make posters or charts to summarize their findings. Folders which could be easily taken along to the grocery might be even more helpful.
8. Work in a group of students to research pesticides: what is being used presently, what has been banned recently and why they can no longer be used.

9. Investigate the various government and state agencies concerned with the development of new procedures for processing food.
**COMPETENCY:** The learner will analyze the affects associated with world hunger and possible citizen involvement.

**INSTRUCTIONAL OBJECTIVES:**
- **27.1** Identify the causes of world hunger.
- **27.2** Identify the problems that result from world hunger.
- **27.3** Describe ways in which society can help alleviate world hunger and the problems associated with it.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Hunger</td>
<td></td>
</tr>
<tr>
<td>Causes</td>
<td>1. View an audio-visual on the world food situation.</td>
</tr>
<tr>
<td>Affects</td>
<td>2. Research and report on food problems in underdeveloped countries.</td>
</tr>
<tr>
<td>Possible Solutions</td>
<td>3. Discuss the implications that food problems around the world have for us.</td>
</tr>
<tr>
<td></td>
<td>4. Analyze ways of solving the food problems in underdeveloped countries with emphasis on what individuals can do.</td>
</tr>
</tbody>
</table>

- **REFERENCES/RESOURCES**
  - Books
  - Audio-Visuals
  - 1.104
  - 1.2
COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Management of the Food Dollar

COMPETENCY: 28: The learner will analyze budgeting patterns and buying practices involved in management of the food dollar.

INSTRUCTIONAL OBJECTIVES:

28.1 Explain the relationship between food supply and food prices.
28.2 Identify and utilize grocery shopping guidelines effectively.
28.3 Make careful decisions when shopping for food.

CONTENT OUTLINE LEARNING/TEACHING ACTIVITIES REFERENCES/RESOURCES

Factors to Consider When Planning the Food Budget
1. Take a poll on managing the food dollar. Books
2. Visit a newspaper advertisement to identify different forms of the assigned food and note price and size of the market unit sold.

Planning for Grocery Shopping
3. Select a food type (milk, bread, cereal) or a particular food (chicken, tomatoes, chocolate chip cookies) and do the following:

Planning Meals Ahead
- Calculate the number of servings one might get for a dollar from two different food forms. For example, fresh skim milk compared to dried milk, or fresh tomatoes as compared to canned tomatoes.

Making a Shopping List
- After having done several comparisons, discuss reasons for variations. Point out that food costs are influenced by such factors as packaging, storage requirements, adequacy of supply and advertising.

Guidelines for Buying Foods
- Visit a grocery store or use a newspaper advertisement to identify different forms of the assigned food.

When and Where Comparative Shopping
- Calculate the number of servings one might get for a dollar from two different food forms. For example, fresh skim milk compared to dried milk, or fresh tomatoes as compared to canned tomatoes.

Coupon Usage
- After having done several comparisons, discuss reasons for variations. Point out that food costs are influenced by such factors as packaging, storage requirements, adequacy of supply and advertising.

Guidelines for Buying Foods
- Note: This information may be used for bulletin board.

Advertising
- Clip food advertisements from newspapers. Analyze advertisements and group in terms of various approaches used to attract customers.

Unit Pricing
- Note to teacher: Have students complete the "Comparative Shopping" activity included in the Appendix.

Open Dating
- Note to teacher: Have students complete the "Comparison Shopping" activity included in the Appendix.

Food Labeling
- Note to teacher: Have students complete the "Basic Shopping Skills" activity included in the Appendix.

Universal Product Code
- Using a listing of food prices and a sample breakfast, lunch, and dinner menu, determine the cost of preparing the foods listed. On the basis of the cost shown, project the expenditures which would be required for a family's meals for one week.

Books
- B.7: pp. 161-175
- B.9: pp. 169-181
- B.10: pp. 327-334

Resource Guides
- C.1: pp. 55-57
- C.3: pp. 44-48
- C.13: pp. 44-47

Booklets
- B.1: pp. 58-67
- B.3: pp. 51-54

Audio-Visuals
- 1.45
- 1.52
- 1.90

Computer Programs
- J.13
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<th>LEARN-NG/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
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<tbody>
<tr>
<td>9. Using the same sample menus and advertisements for food specials, readjust the amount of expenditures needed. Substitute less costly foods, which meet daily food needs, for more expensive items listed. Explain the types of shopping skills which would be needed to provide the savings in food expenditures.</td>
<td></td>
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<tr>
<td>10. Develop a bulletin board which illustrates skills needed which contribute to efficient use of time and money when shopping for food.</td>
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<tr>
<td>11. From interviews, observations and research, describe the skills a shopper would need in order to gain the maximum advantage from the use of food stamps.</td>
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<tr>
<td>12. Using a listing of foods to be purchased and stores available, describe the shopping technique which would be most appropriate within the limitations identified.</td>
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<tr>
<td>13. As a summary, participate in a food selection contest. Using the menu, or recipe placed with the display of foods available, select the form of food which is most appropriate for the dish to be prepared. Justify your selection by explaining the reasons for each selection in terms of budget limitations identified.</td>
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<tr>
<td>14. Assume responsibility of assisting your family in the purchase of foods for family meals.</td>
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<tr>
<td>15. From references and interviews with others, compare the advantage and disadvantage of planned and unplanned shopping lists. Role play the differences between use of planned and unplanned shopping lists.</td>
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<tr>
<td>16. Note to teacher: Have students complete activity, &quot;Action in the Aisles&quot; (included in the Appendix).</td>
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<tr>
<td>17. Note to teacher: Refer to additional activities in teacher resource guides.</td>
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</table>
COURSE:  Foods and Nutrition - Semester 2
UNIT TITLE:  Management of the Food Dollar

COMPETENCY:  29: The learner will analyze the legal aspects of consumer protection in the area of foods and nutrition.

INSTRUCTIONAL OBJECTIVES:
29.1 Interpret the legal aspects of consumer protection as it relates to food and nutrition.
29.2 Identify sources of consumer protection and assistance.
29.3 Know your responsibilities and rights as a shopper.

CONTENT OUTLINE

1. Investigate and report on how the following agencies aid and protect the consumer:
   United States Department of Agriculture
   Food and Drug Administration
   Food and Nutrition Service
   Food Safety and Inspection Service
   Orthodox and Poultry Inspection Service
   State Department of Agriculture
   County Agriculture Extension Service
   Better Business Bureau
   Consumer's Union
   Consumer's Research
   Underwriter's Laboratories
   National Bureau of Standards

2. Invite a city, county or state sanitary officer to talk with the class about the standards established and enforced which affect the purity of foods processed or sold.

3. View an audio-visual on consumer protection. Discuss.

4. Review periodical indexes to locate articles that deal with actions taken by food regulatory agencies. Report findings to class.

5. View a filmstrip on consumer rights and responsibilities.

6. Research and report on legislation that has been enacted regarding food production and distribution.

7. Pretend you have a problem with a particular food product. Describe the process to use in reporting it for good results to be achieved.

REFERENCES/RESOURCES

Books
B.9: pp. 180-181
B.7: p. 175
B.5: pp. 2142, 786, 708, 542

Booklets
G.11

Audio-Visuals
1.79
1.21
COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Food Conservation and Preservation

COMPETENCY: 30: The learner will demonstrate techniques for conserving food and other natural resources while preparing meals.

INSTRUCTIONAL OBJECTIVES:
30.1 Conserve natural resources when preparing food.
30.2 Save time and energy when working in the kitchen.
30.3 Organize and simplify meal preparation.

CONTENT OUTLINE

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<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
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<tbody>
<tr>
<td>Conservation in the Kitchen</td>
<td>1. Read recommended references.</td>
</tr>
<tr>
<td>Conserving Water</td>
<td>2. Discuss the following:</td>
</tr>
<tr>
<td>Conserving Energy</td>
<td>Why should people conserve?</td>
</tr>
<tr>
<td>Conserving Food</td>
<td>What resources are used in food preparation and service?</td>
</tr>
<tr>
<td>Recycling Materials</td>
<td>List ways to conserve resources during food preparation and service.</td>
</tr>
<tr>
<td>Using Leftovers</td>
<td>List conservation measures used by your family when preparing a meal.</td>
</tr>
<tr>
<td>3. Brainstorm ways you can minimize food waste in the home.</td>
<td></td>
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<tr>
<td>4. Invite a person from a local recycling center to speak to the class about the benefits of recycling.</td>
<td></td>
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<tr>
<td>5. Plan, prepare and serve a meal using a meat that was left over from a previous meal. The meat may be used in a casserole, stew or salad. Evaluate the results.</td>
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<tr>
<td>6. Prepare a frozen dinner. Compare the cost, appearance and flavor of your homemade frozen dinner to a comparable commercial frozen dinner.</td>
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</tbody>
</table>
COUCRS: Foods and Nutrition - Semester 2
UNIT TITLE: Food Conservation and Preservation

COMPETENCY: 31: The learner will demonstrate techniques for selecting and preserving a variety of foods.

INSTRUCTIONAL OBJECTIVES:
31.1 Know the advantages and disadvantages of preserving food at home.
31.2 Follow correct procedures in freezing, canning and drying fresh foods.
31.3 Use correct methods for making jams and jellies.

CONTENT OUTLINE
Factors to Consider Before Preserving Foods at Home
Equipment
Methods of Preservation
- Canning
- Freezing
- Drying
- Jelly-Making
- Pickling
- Microwave Blanching
Preventing Food Spoilage

LEARNING/TEACHING ACTIVITIES
1. Read recommended references.
2. View an audio-visual or video tape on food preservation.
3. Divide a sheet of paper vertically into two columns. In one column, list the good effects microorganisms can have. In the second column, list the bad effects they can have. Prepare an oral report explaining how the food industry prevents food spoilage by microorganisms and enzymes.
4. Observe a display of goods which have been properly and improperly stored. Compare foods for appearance, odor, and apparent deterioration which may be caused by type of storage used. Record.
5. Explain how the type of storage methods or containers may affect the characteristics of preserved foods.
6. With a classmate, select a food to be frozen during a laboratory experience. Tell how the food and other frozen foods may be used in a food preparation activity.
7. Identify the pros and cons of home food preservation by completing the activity, "Home Food Preservation," found in the Appendix.
8. Prepare jelly, preserves, marmalade, or jam. Seal jars with paraffin. Later in term evaluate the color, flavor, and texture of each product.
9. Note to teacher: Refer to activities in resource books.

REFERENCES/RESOURCES
Books
B.7: pp. 500-513
B.9: pp. 239-268
B.5: pp. 1849-1855
Resource Guides and Activity Books
C.1: pp. 174-177
C.3: pp. 58-62
B.9: pp. 61-65
Booklets
G.4
G.6
G.1
G.2
Audio-Visuals
1.64
COMPETENCY: 32: The learner will analyze variations in nutritional needs of family members in different stages of the life cycle.

INSTRUCTIONAL OBJECTIVES:

32.1 Assess the special nutritional needs of children, adolescents, adults and older persons.
32.2 Identify the special food needs of persons participating in athletic activities.
32.3 Recognize the relationship between food intake and the health of the mother and fetus.

CONTENT OUTLINE

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<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>1. Read recommended references.</td>
<td>Books</td>
</tr>
<tr>
<td>2. View audio-visuals on meeting nutritional needs.</td>
<td>B.7: pp. 106, 110-122</td>
</tr>
<tr>
<td>3. Report on factors which influence the differences in food needs during various stages of the family life cycle.</td>
<td>B.9: pp. 52-64</td>
</tr>
<tr>
<td>4. Role play how you would influence a young child or a friend to eat a new or different food.</td>
<td>B.18: pp. 271-277</td>
</tr>
<tr>
<td>5. Prepare a bulletin board which interprets the degree of effect age and activity have on individual nutritional needs.</td>
<td>B.5: pp. 20-26, 122-128, 394-403, 1069-1077, 1227-1234, 1832-1845</td>
</tr>
<tr>
<td>6. Invite a coach, or specialist in sports medicine, to discuss the nutritional needs of the athlete.</td>
<td>B.13: pp. 207-214, 399-422, 435-446, 449-454, 457-477, 491-513</td>
</tr>
<tr>
<td>7. Invite an obstetrician, or health nurse, to discuss the nutritional needs of expectant and lactating mothers.</td>
<td>B.14</td>
</tr>
<tr>
<td>8. Invite a pediatrician, or health nurse, to discuss the nutritional needs of infants and young children.</td>
<td>C.3: pp. 15-16</td>
</tr>
<tr>
<td>9. Invite a specialist in geriatrics to discuss the nutritional needs of the older adult.</td>
<td>B.9: pp. 15, 18</td>
</tr>
<tr>
<td>10. Using nutritional charts, compare the nutritional needs of individuals at various stages during the life cycle.</td>
<td>A.5</td>
</tr>
<tr>
<td>11. Note to teacher: Refer to activities in the resource guides.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>12. Review computer programs on meeting nutritional needs during various stages in the life cycle.</td>
<td>I.99</td>
</tr>
</tbody>
</table>

Nutritional Needs of

- Pregnant and Lactating Mothers
- Infants
- Children and Adolescents
- Athletes
- Adults
- Senior Citizens

Resource Guides

| 1.89 |
| 1.56 |
| 1.65 |
| 1.35 |
| 1.17 |
| 1.30 |
| 1.68 |

Computer Programs

| J.4 |

FN - 39
COME:
Foods and Nutrition - Semester 2

UNIT TITLE:
Meeting Nutritional Needs of Family Members

COMPETENCY:
33: The learner will analyze variations in nutritional needs of family members with special medical problems.

INSTRUCTIONAL OBJECTIVES:
33.1 Identify food needs for people with special health problems.
33.2 Understand how health problems can affect food needs.
33.3 Choose appropriate food for people with special health problems.

CONTENT OUTLINE

Learning/Teaching Activities

The Ill and Convalescing

1. Do research using the recommended references and other library materials and prepare a report on the relationship of the following diseases to diet:

- Diabetes
- Hypertension
- Heart Diseases
- Osteoporosis
- Obesity
- Underweight

Report findings to class.

2. Discuss the dangers of obesity and underweight.

3. Identify the special nutritional needs of individuals suffering from these disorders.

4. Discuss how energy needs are affected by illness.

5. Note to teacher: Refer to the Curriculum Guide in Adolescent Nutrition and Weight Management, Take Control! Manage Your Weight To Look Good and Feel Great! for activities on weight management.

6. View an audio-visual on meeting nutritional needs of family members with special medical problems.

7. Review computer programs on diet and medical problems.

REFERENCES/RESOURCES

Books
B.7: pp. 120-123, 91-104
B.9: pp. 64-72
B.5: pp. 567-568, 1139-1145, 1169-1171, 1635-1649, 2135-2139, 1697-1700
B.13: pp. 229-235, 241-251

Resource Books
C.3: p. 17

Periodicals
A.4: Folders #2 and #3
A.4: See paperback and worksheets.

Audio-Visuals

Computer Programs
J.3
The learner will plan, prepare and serve meals to meet special nutritional needs of family members.

INSTRUCTIONAL OBJECTIVES:

34.1 Identify food needs for different stages of the life cycle.
34.2 Plan a well-balanced diet for individuals in different stages of the life cycle.

CONTENT OUTLINE

Meal Plans for the

1. View audio-visuals on diets to meet special needs.
2. Plan sample daily menus for a pregnant woman for one week. Be sure to include foods which are rich in protein, calcium and iron; foods which the woman likes; and foods which she can afford.
3. Investigate different infant formulas. Compare nutritional value and cost of three popular commercial formulas with those of two homemade formulas.
4. Prepare several different baby foods using a blender to show how infants can be fed the same foods that are served to other family members.
5. Plan meals for a preschool child for two days.
6. Plan and serve a nutritional lunch to children in a nursery school. Note the children's reactions to the food served. Afterward, discuss what changes might be desirable.
7. Plan meals for one week for a preschool child who does not like to drink milk.
8. Prepare some nutritious snacks a preschool child would enjoy.
9. Plan a daily menu for the six to twelve year old. Show how snacks can fit into the daily food plan.
10. Visit a geriatric center. Talk to the staff diettitian about diets suitable for elderly adults.
11. Discuss the special problems which may need to be considered when planning meals for an elderly person.
12. Plan and prepare a meal for an elderly person.
14. Refer to the resource guides for diets for the athlete.
15. Plan a diet for an athlete.
16. Take a pretest on weight reduction diet.

REFERENCES/RESOURCES

Books

B.7: pp. 121, 56
B.9: pp. 52-72
B.5: pp. 399-400, 568-570, 1544-1570, 1070-1073, 1159-1161, 1649-1662, 2139-2144, 272-273

Booklets

G.5

Resource Guides

A.5: pp. 93-104, 127-133
A.4: Folder #4

Audio-Visuals

I.28
I.80
I.77
I.101
I.100
I.99

Computer Programs

J.10
J.5
J.14
J.15

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<tr>
<td>17. Plan a diet for a person needing to lose weight.</td>
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<tr>
<td>18. Plan a diet for a person wishing to gain weight.</td>
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<tr>
<td>19. Plan, prepare and sample foods that are suitable for a sodium restricted diet.</td>
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<tr>
<td>20. Plan a week’s menus for a family of five. Family members include a five-year old daughter, a twelve-year old daughter and a sixteen-year old son. All family members, except the sixteen-year old, are slightly overweight and desire to lose some weight. Choose one of the dinners from the meal plan to prepare in class. Evaluate the meal, using the evaluation form in the Appendix. Did the meal meet the dietary needs of all family members?</td>
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<tr>
<td>21. Plan several vegetarian menus in which all of the nutrients needed by an adult each day are provided.</td>
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<tr>
<td>22. Prepare and evaluate one of the menus.</td>
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</table>
COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 35: The learner will analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

INSTRUCTIONAL OBJECTIVES:

35.1 Cook creatively on a budget.
35.2 Enhance food flavors with herbs and spices.
35.3 Enhance the appearance of food through the use of garnishes and other finishing touches.

CONTENT OUTLINE

LEARNING/TEACHING ACTIVITIES

Gourmet Cooking on a Budget
1. View one or more of the recommended audio-visuals. Discuss.

Making Your Own Mixes
2. Obtain a dinner menu from a gourmet restaurant. Make a list of the sauces and the foods with which they are served. Find recipes for each sauce. Describe how convenience mixes can be used in preparing the sauces.

Herbs and Spices
3. Review the fact sheet, "Basic Tips on Using Spices." Try some of the ideas presented. Comment on results. See Appendix.

Finishing Touches
4. Review recipes of master mixes. Select several to prepare in class. Prepare special dishes using these mixes.

Convenience Cooking
5. Read and discuss "Try These Ideas." (Included in the Appendix.)

6. Using selected convenience foods, prepare special dishes for a meal or for entertaining. (Use recommended booklets for ideas.)

7. Note to teacher: Refer to activities on page 553 in the textbook, Food for Today.

8. Complete the "Gourmet Search," word search puzzle. (See Appendix.)
**UNIT TITLE:** Creativity in Meal Planning, Preparation and Service

**COMPETENCY:** 36: The learner will demonstrate the principles of planning, preparing and serving salads.

**INSTRUCTIONAL OBJECTIVES:**
- 36.1 Identify the different types of salads and salad dressings.
- 36.2 Identify the different types of salad greens.
- 36.3 Prepare the different types of salads and salad dressings.

<table>
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<tbody>
<tr>
<td>Kinds of Salads</td>
<td>1. Show a filmstrip on salad preparation.</td>
<td>Books</td>
</tr>
<tr>
<td>Parts of Salads</td>
<td>2. Set up a display of salad greens. Be sure to include the following types:</td>
<td>B.7: pp. 316-329</td>
</tr>
<tr>
<td>Principles of Salad Making</td>
<td>Iceberg lettuce</td>
<td>B.9: pp. 378-387</td>
</tr>
<tr>
<td>Preparation of Salad Greens</td>
<td>Bib lettuce</td>
<td>B.17: pp. 269-278</td>
</tr>
<tr>
<td>Preparation of Other Salad</td>
<td>Leaf lettuce</td>
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<tr>
<td>Ingredients</td>
<td>Romaine</td>
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<td></td>
<td>Escarole</td>
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<td></td>
<td>Spinach</td>
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<td></td>
<td>Have students compare the appearance, texture and flavor of each type of green.</td>
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<td></td>
<td>3. Demonstrate how to clean and prepare salad greens.</td>
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<tr>
<td>Assembling the Salad</td>
<td>4. Meet with your laboratory group. Select a salad belonging to one of the four main groups of salad. Each group will prepare a different type of salad. Sample the salads, evaluate the overall appearance, flavor, texture and temperature of each.</td>
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<tr>
<td>Serving the Salad</td>
<td>5. Plan four luncheon menu which feature salads and include recipes with each menu.</td>
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<td>6. Observe a demonstration of the following dressings:</td>
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<td></td>
<td>A basic French dressing</td>
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<tr>
<td></td>
<td>Mayonnaise</td>
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<td></td>
<td>A cooked dressing</td>
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<td></td>
<td>Prepare at least four variations of these dressings.</td>
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</table>
COMPETENCY: 37: The learner will demonstrate the principles of planning, preparing and serving casseroles.

INSTRUCTIONAL OBJECTIVES:
37.1 Identify the types of ingredients that may be used in casseroles.
37.2 Understand the value of casseroles in meal planning.
37.3 Prepare and serve casseroles as part of the meal plan.

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<td>Meats</td>
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<td>Leftovers</td>
<td>B.7: pp. 409-411, 416-417</td>
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<td>Pastas</td>
<td>Resource Books</td>
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<td>Rice</td>
<td>C.1: p. 219</td>
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<td>Vegetables</td>
<td>C.3: pp. 69, 74</td>
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<td>Sauces</td>
<td>B.9: p. 76</td>
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<td>Toppings</td>
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<td>Assembling</td>
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<td>Cooking Equipment</td>
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<td>Serving</td>
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5. Using the chart, "Creative Casseroles," follow instructions given and create a casserole to prepare in class. Evaluate the product. (Chart is in Food for Today Teacher's Resource Book.)

6. Review "Rules for Creating Your Own Casserole." Work in laboratory group to prepare a casserole, following instructions given. (See Appendix for copy.) Evaluate.
COME: Foods and Nutrition - Semester 2
UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 38: The learner will demonstrate the principles of planning, preparing and serving foods made with yeast.

INSTRUCTIONAL OBJECTIVES:
38.1 Identify and select ingredients needed to make yeast breads.
38.2 Use the correct techniques for preparing yeast breads.
38.3 Prepare yeast breads.

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<th>REFERENCES/RESOURCES</th>
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<tbody>
<tr>
<td>Ingredients</td>
<td>Read available references on yeast bread cookery and discuss the following in class:</td>
<td>Books</td>
</tr>
<tr>
<td>Mixing Methods</td>
<td>The ingredients used in yeast breads and their functions.</td>
<td>B.7: pp. 441-451</td>
</tr>
<tr>
<td>Principles of Yeast Bread Preparation</td>
<td>Methods used for making yeast breads.</td>
<td>B.9: pp. 338-345</td>
</tr>
<tr>
<td>Preparation of Yeast Bread</td>
<td>The special tips and techniques used when making yeast breads.</td>
<td>B.17: pp. 291-302</td>
</tr>
<tr>
<td>Yeast Bread Variations</td>
<td>Characteristics of quality breads and rolls.</td>
<td>Resource Books</td>
</tr>
<tr>
<td>Breads for Holidays and Special Occasions</td>
<td>How to store breads properly.</td>
<td>C.1</td>
</tr>
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</table>

1. Prepare soft pretzels using the instructions that are found in the activity, "Short Order Gourmet, Soft Pretzels." (Included in Appendix.)

2. Prepare a basic yeast dough using the mixer method or sponge method. Using this dough, practice shaping rolls. Evaluate the finished product.

3. Prepare a sweet yeast dough. Use it to make sweet rolls or a coffee cake. Evaluate the finished products.
COMPETENCY: 39: The learner will demonstrate the principles for planning, preparing and serving pies and pastries.

INSTRUCTIONAL OBJECTIVES:
39.1 Identify different kinds of pastry.
39.2 Use correct techniques for making pie crust and cream puffs.
39.3 Prepare and bake a variety of pies.

CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES
---|---|---
Pasty and Pies | 1. List the four basic ingredients used to prepare pastry. Explain the function of each. | Books
Ingredients and Mixing Methods | | B.7
Principles of Pastry Preparation | 2. Prepare enough pastry for a single crust pie using each of the following methods: | B.9
Preparation of Pastry and Pies | Conventional pastry method (biscuit method) | Resource Books
Pastry Problems | Hot water method | C.3
Oil method | Bake strips of each type of pastry in a (425°F) oven until lightly browned. Compare appearance, flakiness, tenderness and flavor. | B.9: p. 95
| 3. Practice preparing lattice tops, a variety of cut-out tops and decorative edges. | C.1: pp. 165-170
| 4. Divide into laboratory groups. Assign one of the basic types of pies to each group. Set up the finished products buffet style. Evaluate the appearance, flakiness and tenderness of the pastry, as well as the eating quality and appearance of the filling of each pie. | B.7: pp. 127-128
| 5. Find photographs to illustrate at least three products (other than pies) which are made with pastry. | Audio-Visuels
| 6. Prepare a double crust cherry pie from scratch. Bake a double crust frozen cherry pie. Evaluate the appearance, flavor, flakiness and tenderness of the pastry as well as the eating quality and appearance of the filling of each pie. | I.7
**COURSE:** Foods and Nutrition - Semester 2  
**UNIT TITLE:** Creativity in Meal Planning, Preparation and Service

**COMPETENCY:** 40: The learner will demonstrate the principles and preparation techniques for decorative cakes.

**INSTRUCTIONAL OBJECTIVES:**
- 40.1 Identify and select equipment needed for decorating cakes.
- 40.2 Identify and select ingredients needed for decorative icings.
- 40.3 Practice techniques used for decorating cakes.
- 40.4 Prepare and decorate a cake for a special occasion.

**CONTENT OUTLINE**

<table>
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<tr>
<th>Decorative Cakes</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
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<td>Equipment and Supplies Needed</td>
<td>Teacher:</td>
<td>Booklets</td>
</tr>
<tr>
<td>Cake Decorating Techniques</td>
<td>1. Display and demonstrate the equipment that is needed for preparing decorative cakes.</td>
<td>6.9</td>
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<tr>
<td>Cakes for Different Occasions</td>
<td>2. Observe a professional cake decorator demonstrate for decorating cakes.</td>
<td>Audio-Visuals</td>
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<tr>
<td></td>
<td>3. Make icing that is used for cake decorating.</td>
<td>1.6</td>
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<tr>
<td></td>
<td>4. Practice a variety of cake decorating techniques.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Plan, prepare and decorate a cake for a special occasion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. View a film on cake decorating techniques.</td>
<td></td>
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</tbody>
</table>
UNIT TITLE: Foods and Nutrition - Semester 2
Preparation and Service

COMPETENCY: 41: The learner will demonstrate the principles and preparation techniques for candy making.

INSTRUCTIONAL OBJECTIVES:

41.1 Identify equipment and supplies needed for making an assortment of candies.
41.2 Practice techniques used for candy making.
41.3 Prepare different types of candy.

CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCE
--- | --- | ---
Candy Making | 1. Identify equipment and supplies needed for making candies at home. | Booklets
Candy-Making Supplies and Equipment | 2. Demonstrate how to make different types of candy. | G.10
Basic Methods of Molding | 3. Discuss the many uses for homemade candies. | Books
Candies | 4. Prepare candies for special occasions | B.15
How to Make Different Types of Candy | Candy with Fillings | | |
Hand-Dipped Candy | | | |
Hard Candy | | | |
Truffles | | | |
Cherry Cordials | | | |
Candies for Different Occasions | | | |
COURSE: Foods and Nutrition - Semester 1

UNIT TITLE: Creativity in Meal Planning, Preparation and Service

COMPETENCY: 42: The learner will analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

INSTRUCTIONAL OBJECTIVES:
42.1 Identify eating patterns that have emerged from rapidly changing lifestyles.
42.2 Apply nutrition information to food choices when eating away from home.
42.3 Plan, prepare and serve appropriate foods when entertaining at home.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
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**Eating Out**

1. Conduct a survey of people who eat out. Find out such things as why they eat out; how often they eat out; the type of place they choose and why; the kinds of foods they choose, etc. Prepare a graph/chart to show the results obtained by the class as a whole.

2. Collect menus from several local restaurants. Order a meal from a menu and compute its cost, including the tip. Continue to make calculations for several different meals until they feel comfortable with restaurant math.

3. Use a computer program or similar prep. to material, analyze the nutrient content of foods selected from fast food restaurant menus.

4. Research the types of restaurants--cafeateria, drive-in, fast food restaurant, snack bar, coffee shop, etc. Find out the characteristics of each restaurant, including price range, variety of foods offered and type of service. Working with classmates, prepare a bulletin board on the "Types of Restaurants."

**Entertaining at Home**

1. Discuss the difference between table d'hote service and a la carte service.

2. Discuss appropriate attire for different types of restaurants.

3. Discuss etiquette guidelines for different types of restaurants.

4. Plan a barbecue display for a school bulletin board or showcase. Include picture and descriptions of barbecue equipment and lists of safety precautions.

5. Brainstorm as many descriptions of the perfect party as possible. Use one of the descriptions as a basis write a short paper entitled "The Perfect Party."

6. Make a list of different kinds of parties. Suggest several themes which might be used for these parties. Discuss how these themes could be carried out.

Books
B.9: pp. 410-426
B.7: pp. 88-89, 219-220, 551-552
B.16: pp. 283-290
B.11: pp. 477-511
B.3: pp. 583-658, 121-127

Resource Books
C.3: pp. 97-100
B.9: pp. 97-103
C.1: pp. 194-195, 100

Audio-Visual:
I.24
I.29
I.9
12. Choosing two parties from the list made above, write invitations and acceptances appropriate for each. Plan a menu for the two parties and set up time—work schedules for each.

13. List the duties of the party giver and responsibilities of guest.

14. Carry out one of the parties; evaluate results.
# Preparation and Service

## UNIT TITLE:
Creativity in Meal Planning, Preparation and Service

## COMPETENCY:
43: The learner will demonstrate the principles of planning and preparing meals for home and community emergencies.

## INSTRUCTIONAL OBJECTIVES:
- **43.1** Identify emergency food situations.
- **43.2** Recognize sources of food during emergencies.
- **43.3** Develop emergency food plans that include suitable foods, meal plans, necessary equipment and appropriate storage.

## CONTENT OUTLINE

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<tr>
<td>Nutritional Food Needed</td>
<td>1. Identify and discuss different types of emergency food situations.</td>
<td>Pamphlets</td>
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<tr>
<td>During Emergencies</td>
<td>2. Invite a representative from the Red Cross or National Guard to discuss how to deal with emergency situations and services they can provide.</td>
<td>H.2</td>
</tr>
<tr>
<td>Emergency Food Supplies</td>
<td>3. Survey local phone directory for additional agencies which may provide emergency food assistance.</td>
<td>H.3</td>
</tr>
<tr>
<td>and Equipment for Home and</td>
<td>4. Using the &quot;Daily Food Guide,&quot; develop nutritious meal plans for emergency situations.</td>
<td>H.1</td>
</tr>
<tr>
<td>Community</td>
<td>5. Analyze the above meal plans according to amounts needed for different size families and families that are comprised of different age groups.</td>
<td></td>
</tr>
<tr>
<td>Methods of Preparation</td>
<td>6. Invite a guest speaker from the county or state health department to discuss federal programs designed to help people in need.</td>
<td></td>
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<tr>
<td>for Food During an Emergency</td>
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<tr>
<td>Sanitation Measures to Take</td>
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<td>During Emergency Food Preparation</td>
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<td>Storage Methods for</td>
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<td>Emergency Foods</td>
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<td>Sources of Food Help</td>
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<td>Emergency Food Plans</td>
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<tr>
<td>Meal Plans</td>
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<tr>
<td>Emergency food shelf</td>
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</tr>
</tbody>
</table>
COURSE: Foods and Nutrition - Semester 2

UNIT TITLE: Regional and International Food Specialties

COMPETENCY: 44: The learner will interpret the historical and geographical differences in regional cuisines by preparing, serving and evaluating these foods.

INSTRUCTIONAL OBJECTIVES:

44.1 Identify the food customs in different regions of the United States.
44.2 Understand how regional food customs developed and how they influenced American cooking.
44.3 Compare the typical food characteristics of regional cooking.
44.4 Analyze why regional foods change from time to time.

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Regional Foods in the United States</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>REFERENCES/RESOURCES</th>
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<tbody>
<tr>
<td>Mid-Atlantic States</td>
<td>2. Using available references, select recipes that are characteristic of a particular region of the United States. Plan, prepare and serve a meal typical of this region.</td>
<td>Books 3.9: pp. 432-454</td>
</tr>
<tr>
<td>South</td>
<td>Note to teacher: This can be done in small groups for different regions or as a buffet for the entire class.</td>
<td>Resource Books C.1: pp. 186-190</td>
</tr>
<tr>
<td>West and Southwest</td>
<td>4. Prepare a bulletin board &quot;Westward Ho!&quot; Display a map of the United States divided into the regions covered in the unit being studied. For each region, show the ethnic groups predominating in the region up to the 1920's. Illustrate meal patterns and/or customs that are characteristic of the regions.</td>
<td>Audio-Visuals 1.27</td>
</tr>
<tr>
<td>Pacific Coast</td>
<td>5. Plan a cultural heritage celebration. Include meal, as well as information or history of the culture.</td>
<td></td>
</tr>
<tr>
<td>Hawaiian Islands</td>
<td>6. Note to teacher: Refer to resource books for additional activities.</td>
<td></td>
</tr>
</tbody>
</table>
COURSE: Foods and Nutrition - Semester 2
UNIT TITLE: Regional and International Food Specialties

COMPETENCY: 45: The learner will analyze the differences in international cuisine by preparing and evaluating foods characteristic of different countries.

INSTRUCTIONAL OBJECTIVES:
45.1 Understand how food relates to the history, geography and climate of a country.
45.2 Identify the food customs of different countries.
45.3 Prepare some typical foods that are served in different countries throughout the world.

<table>
<thead>
<tr>
<th>CONTENT OUTLINE</th>
<th>LEARNING/TEACHING ACTIVITIES</th>
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<tbody>
<tr>
<td>International Foods</td>
<td>1. View audio-visuals of food customs in different countries.</td>
<td>Books</td>
</tr>
<tr>
<td>Africa</td>
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<td>B.7: pp. 516-531</td>
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<tr>
<td>Asia</td>
<td>2. Using research materials available in your school library, write a three-page report on the factors that have affected the development of cuisines in one of the following countries:</td>
<td>B.9: pp. 455-557</td>
</tr>
<tr>
<td>China</td>
<td>Mexico</td>
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<tr>
<td>India</td>
<td>South America</td>
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<tr>
<td>Japan</td>
<td>British Isles</td>
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<tr>
<td>Russia</td>
<td>Greece</td>
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<tr>
<td>Europe</td>
<td>Middle East</td>
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<tr>
<td>British Isles</td>
<td>France</td>
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<td>France</td>
<td>Russia</td>
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<td>Germany</td>
<td>Scandinavia</td>
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<tr>
<td>Scandinavia</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td>3. Plan, prepare and serve buffets featuring cuisine for each of the following parts of the world:</td>
<td>C.1: pp. 178-185</td>
</tr>
<tr>
<td>Mexico</td>
<td>Latin American Countries</td>
<td>Special Instructional</td>
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<tr>
<td>South America</td>
<td>European Countries</td>
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<td>Mediterranean Countries</td>
<td>Mediterranean Countries</td>
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<tr>
<td>and the Middle East</td>
<td>Asia</td>
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<tr>
<td>Spain</td>
<td>Africa</td>
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<tr>
<td>Italy</td>
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<tr>
<td>Greece</td>
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<td></td>
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<tr>
<td>Middle East</td>
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<td></td>
</tr>
<tr>
<td>Food History</td>
<td>4. When planning the buffets, be sure to include appropriate decorations and utensils so as to establish the appropriate atmosphere. Evaluate how you like the foods you taste.</td>
<td>Audio-Visuals</td>
</tr>
<tr>
<td>Food Practices</td>
<td>5. Note to teacher: Refer to resource books for additional activities, meal plans and recipes.</td>
<td>1.27</td>
</tr>
<tr>
<td>Menu Patterns</td>
<td></td>
<td>1.105</td>
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</table>
COURSE: Foods and Nutrition - Semester 2
UNIT TITLE: Career Opportunities in Foods and Nutrition

COMPETENCY: 46: The learner will analyze career opportunities in the foods and nutrition field.

INSTRUCTIONAL OBJECTIVES:
46.1 Identify and explore career opportunities in food and nutrition.
46.2 Recognize the kinds of entry-level jobs available in food and nutrition.
46.3 Use information in careers in the food and nutrition industry in your own search for a career.

CONTENT OUTLINE

<table>
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<tr>
<th>KNOWING YOURSELF</th>
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<tbody>
<tr>
<td>Where to Look for Career Information</td>
<td>1. Conduct a brainstorming session in which students list jobs available in the field of food and nutrition.</td>
<td>Books</td>
</tr>
<tr>
<td>Career Types or Opportunities</td>
<td>2. Show a filmstrip or video tape or &quot;Careers in the Food Service Industry.&quot;</td>
<td>B.7: pp. 484, 558-567</td>
</tr>
<tr>
<td>Chef</td>
<td>3. Invite the vocational counselor to talk with the class about educational opportunities available for job training in food and nutrition-related fields.</td>
<td>B.16: pp. 304-312</td>
</tr>
<tr>
<td>Dietitian</td>
<td>4. Have students locate classified ads for jobs in the field of food and nutrition. Have them mount ads on notebook paper, circle the wages to be paid and underline the experience or education required. Have them share their findings with the class.</td>
<td>B.9: pp. 91-104</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>5. Contact local employment office to find out the types of jobs currently available in the food and nutrition field and the projections for future jobs.</td>
<td>Resource Books</td>
</tr>
<tr>
<td>Media Research</td>
<td>6. Have students choose and report on a career in the food and nutrition cluster. They should do research in the library, interview people who work in the field, etc. to find what education and skills are required for success on the job.</td>
<td>C.8</td>
</tr>
<tr>
<td>Caterer</td>
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<td>Audio-Visuals</td>
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<tr>
<td>Server</td>
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<td>G.7</td>
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<tr>
<td>Management</td>
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</table>
- Pre Economics
| Food Preparation | | |
| Customer Service | | |
Home Economics Education
Competency-Based
Curriculum

COMPETENCY TEST-ITEM BANK

Division of Vocational Education
North Carolina Department of Public Instruction
Raleigh, NC 27603-1712

VEC-HEE-C/TIB-7045: 1988
TEST ITEM 001-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Which of the following statements describes a psychological factor that influences a person's eating pattern?

- a. Eating is sometimes used to compensate for the lack of love.
- b. Anticipating an exciting event may interfere with eating practices.
- c. Past experiences with foods can create a dislike for a given food.
- d. Some foods are associated with hot or cold weather.
- e. Body size and development affect the amount of food consumed.

TEST ITEM 001-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

The ability to explain one's attitudes and practices regarding food will:

- a. prevent one from making any changes in food habits.
- b. cause greater understanding of others' food habits.
- c. prevent one from identifying personal nutritional goals.
- d. affect one's food choices.

TEST ITEM 001-00-03

INSTRUCTIONS TO STUDENTS: Respond to each item a through e by placing a check (x) in the column that best answers the question.

Sociocultural or psychological factors that affect food choices include which of the following?

- Yes
- No

- a. National holidays
- b. Religion
- c. Philosophical beliefs
- d. Peers
- e. Fast food restaurants

TEST ITEM 001-00-04

INSTRUCTIONS TO STUDENTS: Respond to ea. item a through e by placing a check (v) in the column that best answers the question.

Carl Martin was "born and raised" on a farm. Food at home was plentiful, but plain. He viewed himself, in terms of food, as a "meat and potato man." Meat, of course, meant some form of beef and pork. Carl later moved to the coast because of a much higher paying job. Here he noticed the great extent to which others ordered seafood when eating out. And it wasn't long afterwards that he began to try and to enjoy this type of food.

Which of the following factors influencing food choices are represented in this illustration?

- Yes
- No

- a. Mass media
- b. Daily schedule
- c. Food availability
- d. Changes in food preparation
- e. Socio-economic status
COMPETENCY 001: Analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

TEST ITEM 001-00-05
INSTRUCTIONS TO STUDENTS: Match the items in Column II to the most appropriate illustration in Column I. Items in Column II may be used once, more than once, or not at all. Respond to each example in Column I.

Column I: Illustrations of Food Uses

1. Cather...rewards her daughter, Sall, with cookies when she makes good grades on homework.
2. Harold thinks of himself and his family as a well-fed group.
3. After the basketball games on Fridays, Peter and his friends go to Pizza Hut and all have pizza.
4. Joseph tells his wife he has no intention of eating the food she's prepared when he is angry with her.
5. Nancy invited the people from her office for dinner at her house.

Column II: Uses of Food

A. Food as a symbol of security
B. Food as a means of sociability
C. Food as related to emotional expression
D. Food as a form of non-verbal communication

TEST ITEM 001-00-06
INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with the factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

1. Diabetes
2. A party
3. Appearance of food
4. Climate where you live
5. Anxiety over school work

A. Environmental influence
B. Sociological influence
C. Psychological influence
D. Physiological influence

TEST ITEM 001-00-07
INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

1. Living near the ocean
2. Climate where you live
3. Parents or grandparents born in another country
4. Inability to digest lactose
5. Overweight or underweight condition

A. Environmental influence
B. Sociological influence
C. Psychological influence
D. Physiological influence

TEST ITEM 001-00-08
INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

1. Protein allergy
2. Politics
3. Food preference
4. Feelings associated with food
5. Religion

A. Environmental influence
B. Sociological influence
C. Psychological influence
D. Physiological influence
COMPETENCY 001: Analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

TEST ITEM 001-00-09

INSTRUCTIONS TO STUDENTS: Match the types of influences on one's eating patterns (right column) with factors listed in the left column. Place the letter for your answer on the line in front of each item in the left column.

---

1. Food advertisements
2. Heredity
3. Family garden
4. Government subsidies
5. Limited income
6. Heart disease
7. Community traditions

A. Environmental influence
B. Sociological influence
C. Psychological influence
D. Physiological influence
---

FN - 59
COMPETENCY 002: Describe cultural, religious and geographical influences on food patterns and customs.

TEST ITEM 002-00-01
INSTRUCTIONS TO STUDENTS: Select at least three of the best answers.
The regional character of foods is becoming less distinct. Which statements below are reasons why?
___a. People traveling frequently to different sections of our country
___b. People moving from one section of the country to another
___c. People staying in the same area all their lives
___d. National advertising of new food products

TEST ITEM 002-00-02
INSTRUCTIONS TO STUDENTS: Select the letter of the best answer.
Differences in food preparation techniques used with the same food are influenced by which of the following?
___a. Religious significance
___b. Traditions of one's nationality
___c. Customs of area or region
___d. Country's health laws

TEST ITEM 002-00-03
INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.
___1. In some cultures, a food may be unacceptable for eating, while in other cultures the same food may be treated as a delicacy.
___2. Choco suey is an American dish that was introduced in the West in the 1860's.
___3. The potato was a basic food staple for the early colonists in North Carolina.
___4. Regional foods are a blending of the foods that are plentiful in any area and the food customs of the people who settled there.

TEST ITEM 002-00-04
INSTRUCTIONS TO STUDENTS: Mark true statements with a T and false statements with an F.
___1. Culture depends upon the people's ability to learn and transmit new knowledge to succeeding generations.
___2. Germans brought sauerkraut and fettuccini to the Midwest.
___3. File is a type of fish used in many creole dishes.
___4. Cattle are considered sacred by Indians and cannot be used for food.
___5. Increased numbers of American women entering the work force have had a great effect upon food customs.
___6. A child who will not eat a particular food might be following an example set by an older sibling or a parent.
___7. Some people eat food to soothe their feelings of anger or frustration.
COMPETENCY 002: Describe cultural, religious and geographical influences on food patterns and customs.

TEST ITEM 002-00-05
INSTRUCTIONS TO STUDENT: Multiple choice: Choose the best answer and write the corresponding letter in the blank.

The first food eaten was probably:
___ a. cooked over an open fire.
___ b. stewed in a clay pot.
___ c. wrapped in leaves and steamed.
___ d. raw.

TEST ITEM 002-00-06
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

Which of the following foods has English ins?
___ a. Sourdough bread
___ b. Baked beans
___ c. Fried catfish
___ d. Blueberry pudding

TEST ITEM 002-00-07
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

You are likely to think of Southwest when you think of:
___ a. tacos.
___ b. biscuits.
___ c. boiled dinner.
___ d. broiled steak.

TEST ITEM 002-00-08
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answer.

The foods which a Hindu can eat depend upon:
___ a. age.
___ b. sex.
___ c. income.
___ d. caste.

TEST ITEM 002-00-09
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by the best answers.

Family traditions are changing because:
___ a. people move more often.
___ b. modern technology has contributed convenience foods.
___ c. more women are working outside of the home.
___ d. families are smaller.
TEST ITEM 003-00-01

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

1. Resources are things that can help you meet needs and goals.  
2. Television commercials have little effect on food choices.  
3. When people leave their native countries, they usually forget about their customs and food traditions.  
4. Personal food habits often change as conditions surrounding the individual change.  
5. A person's food habits are not affected by emotional stress.

TEST ITEM 003-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Depending upon one's income level, various foods may be chosen to show:

a. food prices.  
b. social status.  
c. consumer's choice.  
d. food labeling.

TEST ITEM 003-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

Which of the following items has the least influence on most people regarding their food choices?

a. Emotional state  
b. Economic condition  
c. Nutritive value  
d. Taste preference

TEST ITEM 003-00-04

INSTRUCTIONS TO STUDENTS: Respond by placing a check (x) in the column that represents the correct answer to the statement.

Factors which contribute to eating habits include:

Yes  No

a. a person's geographic location.

b. a person's religious belief.

c. a person's sex (male or femaleness).

d. a person's economic status.

e. a person's lifestyle.
COMPETENCY 003: Analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns.

TEST ITEM 003-00-05

INSTRUCTIONS TO STUDENTS: Respond by placing a check (✓) in the column that represents the correct answer to the statement.

True statements about eating habits and patterns include which of the following?

Yes No

_ _ a. Family eating patterns develop in response to social and cultural pressures.

_ _ b. Food patterns have little to no effect on a person’s longevity (length of life).

_ _ c. Having an overweight problem can result from family values.

_ _ d. An individual’s occupation and/or work schedule affects his or her “food pattern.”
COMPETENCY 004: Distinguish the difference between food fads, fallacies and facts.

TEST ITEM 004-00-01

INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

1. Water is fattening.  
2. Toast has fewer calories than a slice of bread.  
3. Some fad diets such as the grapefruit diet limit the variety of foods eaten and lack a sound nutritional base.  
4. A "fad food" is a food that is very popular.  
5. Food fads and fad diets often damage health.  
6. Fasting or skipping meals is a good healthy way to lose weight.  
7. If you take "reducing pills", you can eat all you want and still lose weight.  
8. Following the low carbohydrate diet may result in a deficiency of some vitamins.  
9. In countries where carbohydrates are the major source of food, many people suffer from protein malnutrition.  
10. Obesity may be a result of overnutrition.  
11. Raw milk is more nutritious than pasteurized milk.  
12. A "food fallacy" is a belief about food which is not supported by scientific evidence.

TEST ITEM 004-00-02

INSTRUCTIONS TO STUDENTS: Match the term in Column A with the statements in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raw milk is healthier than pasteurized milk.</td>
<td>A. Food fallacy</td>
</tr>
<tr>
<td>2. Eating three bananas for breakfast, lunch, and dinner will result in a quick weight loss.</td>
<td>B. Fad diet</td>
</tr>
<tr>
<td>3. When eating fish, one never drinks milk because it causes sickness.</td>
<td></td>
</tr>
<tr>
<td>4. This is a belief about food based on misconception with no scientific data to support it.</td>
<td></td>
</tr>
</tbody>
</table>
TEST ITEM 004-00-03

INSTRUCTIONS TO STUDENTS: Indicate whether the statements are true or false by placing a check (✓) in the appropriate column.

Food Facts or Fallacies - Which are Which

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>12.</td>
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<td>14.</td>
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<td>15.</td>
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</tbody>
</table>

TEST ITEM 004-00-04

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements regarding food additives are true or false by placing a ✓ or an ✗ in the blank by the statement.

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>11.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FN - 65
TEST ITEM 004-00-06

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements regarding food additives are true or false by placing a T or an F in the blank by the statement.

1. Leavening agents help baked products to brown evenly.
2. Emulsifiers, stabilizers, thickeners, and texturizers affect the texture and consistency of foods.
3. Firming agents are added to baked goods to keep them from falling during baking.
4. Anti-caking agents help keep salt and other granular or powdery substances pourable.
5. Sweeteners added to foods can be either natural or artificial.
6. Only natural flavorings and colorings are allowed to be added to food products.
7. The USDA is responsible for enforcing legislation regarding food additives and the safety of food.
8. It is illegal to use as food additives any substances which have been shown to cause cancer.
9. The GRAS list includes food additives which have been used for a long time with no apparent harmful effects.
10. Scientists are currently testing additives on the GRAS list to be sure they are safe.
TEST ITEM 005-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
Which of the following are the most likely causes for a person to be underweight?
___ a. Poverty
___ b. Having parents who are thin
___ c. Eating snacks that are high in calories
___ d. Lack of appetite
___ e. Eating a poorly balanced diet

TEST ITEM 005-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
Factors that influence the large appetites of teenage boys are:
___ a. peer group influences.
___ b. high interest in nutrition.
___ c. high activity levels.
___ d. rapid cell growth.
___ e. childhood habits.

TEST ITEM 005-00-03
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
How should a teenager’s eating habits change if she becomes pregnant?
___ a. Calcium and other minerals should be increased.
___ b. Animal fats should be eliminated from her diet.
___ c. There is no need to change her diet.
___ d. Only vitamins should be increased.

TEST ITEM 005-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
The number of calories needed to maintain the weight of an elderly person decreases because:
___ a. appetite decreases.
___ b. energy-requiring body processes slow down.
___ c. the body needs different nutrients.
___ d. calories have little effect on older adults.
___ e. the body has stored up all the needed calories.

TEST ITEM 005-00-05
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.
Which of the following statements about vitamins is false?
___ a. Food purchased from stores has insufficient vitamins.
___ b. Vitamin pills prolong life.
___ c. Vitamin pills taken daily help prevent colds.
___ d. Vitamin pills do not provide all the nutrients the body needs.
___ e. The more vitamins a person takes, the better he or she will feel.
COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-06
INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

1. The study of how the body uses food. 
   - 1. A. Water-soluble vitamin
   - 2. B. Vitamins
   - 3. C. Cholesterol
   - 4. D. Minerals
   - 5. E. Complete protein
   - 6. F. Carbohydrates
   - 7. G. Nutrition
   - 8. H. Fat-soluble vitamin

TEST ITEM 005-00-07
INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

1. A person's food habits are not affected by emotional stress.
   - 1. T
   - 2. F
   - 3. T
   - 4. T
   - 5. F
   - 6. T
   - 7. F
   - 8. T
   - 9. T
   - 10. F

TEST ITEM 005-00-08
INSTRUCTIONS TO STUDENTS: The amounts and kinds of nutrients needed by individuals are determined by which of the following? Indicate the correct answers.

1. Heredity
2. Income
3. Age
4. Sex
5. Size
6. Nationality
7. Race
8. Physical activity
9. Climate
10. Physical state
11. Emotional state
12. Education
COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-09

INSTRUCTIONS TO STUDENTS: Read the following situation and select each of the statements which would help solve John's problem.

John Lee is a junior in high school and is overweight for his height and weight. He has a mild case of acne and is very embarrassed about his appearance. His mother, Mrs. Lee, works in a factory during the afternoon and evening and often leaves it up to John to prepare his dinner. He seldom eats breakfast, has a soft drink with two cheeseburgers and French fries for lunch, and nibbles snacks as soon as school is over. Peanut butter and jelly sandwiches and a chocolate milkshake are usually the things he eats for his supper. His favorite bedtime snack is a hot fudge sundae. What should John do? Place an A by the things he should do and a B by those things he should not do.

1. Continue to skip breakfast since that cuts down on calorie intake during the day.
2. Stop eating the empty calorie foods.
3. Take vitamins to lose weight.
4. Ask his mother to help him plan foods he can fix for himself that are nutritious and lower in calories.
5. Select foods such as fruits and raw vegetables for between meal and bedtime snacks.
6. Plan after school activities that will increase physical exertion so that more calories will be used.
7. Try to make some changes in his daily habits which substitute new activities at most of the times he would usually nibble snacks.
8. Take vitamins to clear up his skin problem.

TEST ITEM 005-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place an (x) in the space by the best answer.

Which of the following may affect the weight of teenage girls who are the same height and age and consume the same diet?

a. Vitamin intakes
b. Eating seeds
b. Daily eating times
d. Sleeping patterns
e. Activity levels

TEST ITEM 005-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.

Protein not needed to build and repair body tissue is:

a. stored for future use.
b. changed into fat.
c. excreted in the urine.
d. changed into minerals.
e. used to fight off diseases.

TEST ITEM 005-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Which of the following statements about Vitamin C is true?

a. Large doses of Vitamin C cure the common cold.
b. An excess of Vitamin C is excreted in the urine.
c. Vitamin C helps wounds to heal.
d. Many fresh, raw fruits are a good source of Vitamin C.
e. A person who greatly lacks Vitamin C will bruise easily.
COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-13
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.
Which of the following minerals are essential in the diet?
___ a. Phosphorus
___ b. Iron
___ c. Iodine
___ d. Calcium
___ e. Lead

TEST ITEM 005-00-14
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.
The nutrients that promote growth and repair of body tissue as their major function are:
___ a. starches
___ b. proteins
___ c. sugars
___ d. fats
___ e. minerals

TEST ITEM 005-00-15
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.
Which of the following would be the best source of iron?
___ a. Raisins
___ b. Eggs
___ c. Lettuce
___ d. Tomato juice
___ e. Calves liver

TEST ITEM 005-00-16
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word(s) that best answers the question.
Which of the following would be a good substitute for milk in the diet?
___ a. Peach yogurt
___ b. Swiss cheese
___ c. Strawberry jello
___ d. Chocolate ice cream
___ e. Small curd cottage cheese
TEST ITEM 005-00-17
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
The absorption and utilization of simple, liquid forms of nutrients in the body is called:
   ___ a. metabolism.
   ___ b. digestion.
   ___ c. absorption.
   ___ d. diffusion.

TEST ITEM 005-00-18
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the phrase(s) that best answers the question.
The first major step in changing food nutrients to nutrients in the blood is called:
   ___ a. metabolism.
   ___ b. digestion.
   ___ c. absorption.
   ___ d. diffusion.

TEST ITEM 005-00-19
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.
The chemical process occurring in cells to build tissue or release energy in the body is called:
   ___ a. metabolism.
   ___ b. digestion.
   ___ c. absorption.
   ___ d. diffusion.

TEST ITEM 005-00-20
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.
When muscles are in use, they have their carbohydrate needs replenished by ______ in the blood.
   ___ a. glucose
   ___ b. amino acids
   ___ c. proteins
   ___ d. minerals

TEST ITEM 005-00-21
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the term(s) that best answers the question.
Digestive enzymes function in the digestion of ______ by breaking them down into fatty acids and glycerol which are absorbed through the walls of the small intestine.
   ___ a. minerals
   ___ b. amino acids
   ___ c. proteins
   ___ d. fats
TEST ITEM 005-00-22
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement(s) that best answers the question.

Nutrients are defined as:
   _a. elements which build and maintain the physical structure of the body._
   _b. combinations of elements used to form and maintain tissues and provide energy to the body._
   _c. elements used in the building and coordinating processes of the body, and to maintain activity._
   _d. chemicals the body must have in order to function, grow, repair itself and produce energy._

TEST ITEM 005-00-23
INSTRUCTIONS TO STUDENTS: Match the nutrients in the right column to the foods in the left column. Write the appropriate letter or letters on each line provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liver</td>
<td>A. Vitamin A</td>
</tr>
<tr>
<td>2. Carrots</td>
<td>B. Vitamin B Complex</td>
</tr>
<tr>
<td>3. Whole milk</td>
<td>C. Vitamin C</td>
</tr>
<tr>
<td>4. Broccoli</td>
<td>D. Vitamin D</td>
</tr>
<tr>
<td>5. Egg yolks</td>
<td></td>
</tr>
<tr>
<td>6. Butter</td>
<td></td>
</tr>
<tr>
<td>7. Meats</td>
<td></td>
</tr>
<tr>
<td>8. Whole grains</td>
<td></td>
</tr>
<tr>
<td>9. Spinach</td>
<td></td>
</tr>
<tr>
<td>10. Cod liver oil</td>
<td></td>
</tr>
</tbody>
</table>

TEST ITEM 005-00-24
INSTRUCTIONS TO STUDENTS: Mark with an (x) each food below that is a good source of complex carbohydrate.

| 1. Apple       | 11. Orange                  |
| 2. Whole wheat bread | 12. Corn                   |
| 5. Apple pie   | 15. Brown rice and beans    |
| 7. Baked beans | 17. Cheese pastry           |
| 10. Cantaloupe | 20. Whole grain breakfast cereal |
COMPETENCY 005: Analyze the role of nutrients in meeting the nutritional needs of individuals.

TEST ITEM 005-00-25

INSTRUCTIONS TO STUDENTS: Indicate which of the following statements about proteins are true or false. Mark true statements below with a T and mark false statements with an F.

1. An essential amino acid can be made in the body.
2. A nonessential amino acid can be made in the body.
3. The proteins in animal foods are classified as complete proteins.
4. Most of the proteins in plant foods are classified as incomplete.
5. Protein is needed in the diet to aid in forming hormones in the body.
6. Transamination can be used to make new nonessential amino acids in the body.
7. For the best use of protein in the body, you need to get enough carbohydrates and fats to meet your energy needs.
8. The name of the protein deficiency condition in young children is scurvy.

TEST ITEM 005-00-26

INSTRUCTIONS TO STUDENTS: Identify each of the following foods as a source of complete protein or a source of incomplete protein. Place an A on the line in front of each food which is a source of incomplete protein. Place a B on the line in front of each food which is a source of complete protein.

1. Baked beans
2. Hamburger
3. Cheddar cheese
4. Peanut butter
5. Fish sticks
6. Chicken salad
7. Yogurt
8. Whole wheat bread
9. Split pea soup
10. Bulgur
TEST ITEM 006-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response.

1. The characteristics of a well-planned menu are:
   a. attractive color combination.
   b. flavors that blend.
   c. a variety of textures, shapes and temperatures.
   d. all foods are nutritious.

2. The diet for the family should be planned according to:
   a. basic four food groups.
   b. family likes and dislikes.
   c. what the budget allows.
   d. family activities.

3. Fresh fruits are better for you than carbonated drinks because fruit juices:
   a. contain vitamins.
   b. are higher in calories.
   c. contain minerals.
   d. are higher in sugar.

TEST ITEM 006-00-02

INSTRUCTIONS TO STUDENTS: Select the word or phrase from Column B to complete the sentence in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
</table>
| 1. Using the Daily Food Guide as a basis for food selection assures us of _____.
| A. Calcium |
| 2. Milk is our best source of _____ for normal bones and teeth.
| B. Protein |
| 3. You should eat _____ or more servings from the meat group every day.
| C. A well-balanced diet |
| 4. All the foods in the meat group are important sources of the nutrient _____.
| D. 2 |
| 5. Dry peas, beans, and lentils may be used as alternates for _____.
| E. Cheese |
| 6. _____ may replace part of the milk in one's daily diet.
| F. Meat |
|       | G. Iron |
|       | H. Ascorbic acid |
TEST ITEM 005-00-03
INSTRUCTIONS TO STUDENTS: Classify the foods listed below according to the food group (column 1) in which they belong (A, B, C, or D) and according to the nutrients (column 2) in which they are rich (E, F, G, or H).

<table>
<thead>
<tr>
<th>Column 1: Food Group</th>
<th>Column 2: Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Milk and Milk Products</td>
<td>E. Vitamin A</td>
</tr>
<tr>
<td>B. Meat</td>
<td>F. Vitamin C</td>
</tr>
<tr>
<td>C. Fruits and Vegetables</td>
<td>G. Protein</td>
</tr>
<tr>
<td>D. Bread and Cereals</td>
<td>H. Carbohydrate</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | |</p>
<table>
<thead>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Peanut butter</td>
<td></td>
<td></td>
<td>8</td>
<td>Ice cream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cheese</td>
<td></td>
<td></td>
<td>9</td>
<td>Grapefruit</td>
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<td>3</td>
<td>Custard</td>
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<td>Spaghetti</td>
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<td>Sweet Potatoes</td>
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<td>5</td>
<td>Oranges</td>
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<td>12</td>
<td>Eggs</td>
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<tr>
<td>6</td>
<td>Rice</td>
<td></td>
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<td>13</td>
<td>Corn meal</td>
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<td>7</td>
<td>Bread</td>
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</table>

TEST ITEM 005-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

The Recommended Daily Allowances cover the nutritional needs of the general population because:

- a. body needs for the specific nutrients are basically the same.
- b. recommendations vary according to different population groups.
- c. separate tables are used for recording body needs based on a person's health.
- d. a safety net is built in to cover practically all differences in needs.

TEST ITEM 005-00-05
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Reasons for using the Basic Four Food Guide include all of the following EXCEPT which one?

- a. It provides a set of rules for all persons to follow to assure similarity in food selection.
- b. It's an easily remembered way to select varied meals.
- c. It provides a quick way to determine and approximately assess your diet.
- d. It allows for adjusting menus for individual food preference.

TEST ITEM 005-00-06
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.

Uses of the RDA include all of the following EXCEPT which one?

- a. A guide for planning and obtaining food.
- b. A means to determine specifically whether or not a person is properly nourished.
- c. A guide for setting standards for public assistance programs.
- d. All of the above represent intended uses of the RDA.
COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-07
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.
The value of the RDA's is that:
___ a. they change as new information becomes available.
___ b. nutritional requirements set by the RDA's are permanent.
___ c. they are free from change because they are based on scientific knowledge.
___ d. they are based on what is considered abnormal nutrition.

TEST ITEM 006-00-08
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.
Recommended servings for which one of the following food groups include having one important source of Vitamin A at least every other day?
___ a. Bread and cereal
___ b. Fruits and vegetables
___ c. Meat and meat substitutes
___ d. Milk

TEST ITEM 006-00-09
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.
Which one of the following food groups includes such food as peanut butter?
___ a. Bread and cereal
___ b. Fruits and vegetables
___ c. Milk
___ d. Meat and meat substitutes

TEST ITEM 006-00-10
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.
The body's principle source of protein comes from which of the following food groups?
___ a. Bread and cereal
___ b. Fruits and vegetables
___ c. Milk
___ d. Meat and meat substitutes

TEST ITEM 006-00-11
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statement that best answers the question.
Which one of the following food groups furnishes the body with thiamin, riboflavin, niacin and iron?
___ a. Bread and cereal
___ b. Fruits and vegetables
___ c. Milk
___ d. Meat and meat substitutes
COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-12
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the phrase/statement that best answers the question.

The body's need for protein, calcium, and riboflavin is provided by which of the following food groups?

- a. Bread and cereal
- b. Fruits and vegetables
- c. Milk
- d. Meat and meat substitutes

TEST ITEM 006-00-13
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Which one of the following food groups provides the body with fiber, Vitamins A and C and various minerals?

- a. Bread and cereal
- b. Fruits and vegetables
- c. Milk
- d. Meat and meat substitutes

TEST ITEM 006-00-15
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Food such as brown rice is included in which one of the following food groups?

- a. Bread and cereal
- b. Fruits and vegetables
- c. Milk
- d. Meat and meat substitutes

TEST ITEM 006-00-16
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to the left of the word/phrase that best answers the question.

Which one of the following food groups is an excellent source of energy for the body because of its rich carbohydrate content?

- a. Fruits and vegetables
- b. Bread and cereal
- c. Milk
- d. Meat and meat substitutes
TEST ITEM 006-00-17
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.
Which one of the following food groups supplies the body with sugar for energy as well as cellulose for regulation?
   _a. Fruits and vegetables
   _b. Bread and cereal
   _c. Milk
   _d. Meat and meat substitutes

TEST ITEM 006-00-18
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.
Nutrients from which one of the following food groups are used especially for building teeth, bones and body tissues?
   _a. Fruits and vegetables
   _b. Bread and cereal
   _c. Milk
   _d. Meat and meat substitutes

TEST ITEM 006-00-19
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word/phrase that best answers the question.
All of the following statements about fruits and vegetables are true EXCEPT which one?
   _a. Fruits and vegetables are foods often lower in calories.
   _b. Fruits and vegetables do not contribute water to the diet.
   _c. Fruits and vegetables provide the body with calcium and iron.
   _d. Most fruits and vegetables provide sugar for energy.

TEST ITEM 006-00-20
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.
All of the following foods are rich in Vitamin A EXCEPT:
   _a. tomatoes.
   _b. apricots.
   _c. broccoli.
   _d. shredded wheat.

TEST ITEM 006-00-21
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.
The body uses foods from the Bread and Cereal Group in all the following ways EXCEPT:
   _a. to keep the nervous system healthy.
   _b. to build and maintain tissues.
   _c. to provide proper functions of the heart and nervous system.
   _d. to build and repair the skeletal structure.
COMPETENCY ODE: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-22
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

Nutrients provided by the Milk Group aid the body in all of the following ways EXCEPT:

_a._ to build strong bones and teeth.
_b._ to help the body save protein.
_c._ to help nerves and muscles react normally.
_d._ to promote healthy eyes, mouth and lips.

TEST ITEM 006-00-23
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word/phrase that best answers the question.

Nutrients provided by the Meat Group aid the body in all of the following ways EXCEPT:

_a._ to form red pigment in blood which carries oxygen to all tissues.
_b._ to help form antibodies that fight infection and disease.
_c._ to keep digestive system working properly.
_d._ to keep gums in good repair.

TEST ITEM 006-00-24
INSTRUCTIONS TO STUDENTS: Indicate the correct response by placing a check (✓) in the appropriate color.

Foods that are included in the Basic Four Food Groups:

Yes

1. provide sugar, fats and oils important in nutrition.
2. are high in nutrients and low in caloric values.
3. include unenriched cereals.
4. are not usually lacking in American diets.

TEST ITEM 006-00-25
INSTRUCTIONS TO STUDENTS: For each food listed, locate the food group in which it is found. Place the letter corresponding to your choice in the blank to the left of each food. The letters are used more than once.

<table>
<thead>
<tr>
<th>Food</th>
<th>Food Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yogurt</td>
<td>A. Bread and Cereal Group</td>
</tr>
<tr>
<td>Dried beans and peas</td>
<td>B. Meat Group</td>
</tr>
<tr>
<td>Chicken nuggets</td>
<td>C. Milk Group</td>
</tr>
<tr>
<td>Green beans</td>
<td>D. Vegetable and Fruit Group</td>
</tr>
<tr>
<td>Bran flakes</td>
<td></td>
</tr>
<tr>
<td>Liver</td>
<td></td>
</tr>
<tr>
<td>Lasagne noodles</td>
<td></td>
</tr>
<tr>
<td>Cantaloupe</td>
<td></td>
</tr>
<tr>
<td>Muffins</td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td></td>
</tr>
</tbody>
</table>

11. The number of servings recommended daily for the Milk Group are ____.
12. The number of servings recommended for the Bread and Cereal Group are ____.
13. The number of servings recommended for the Meat Group are ____.
14. The number of servings recommended for the Vegetable and Fruit Group are ____.
15. The job of choosing the best foods daily for good health is simplified by use of the ____.
COMPETENCY 006: Identify ways of adequately meeting the nutritional needs of individuals for the promotion of good physical and emotional health.

TEST ITEM 006-00-26

INSTRUCTIONS TO STUDENTS: Complete the following tables according to the specific instructions given for each table.

1. Fill in the remainder of the 5 Basic Food Groups, the recommended number of servings for each group, and the major nutrients provided by that group.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Recommended Number of Daily Servings</th>
<th>Major Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Vitamins A &amp; C</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some nutrients in small amounts</td>
</tr>
</tbody>
</table>

2. Name the 6 classes of nutrients, state their main function, and list two good food sources for each nutrient.

<table>
<thead>
<tr>
<th>Nutrient Class</th>
<th>Function</th>
<th>Food Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrates</td>
<td></td>
<td>Meat, dairy products, beans, grains</td>
</tr>
<tr>
<td></td>
<td>Provide energy</td>
<td></td>
</tr>
<tr>
<td>Vitamins</td>
<td></td>
<td>Dairy products, green leafy vegetables, red meat, whole grains</td>
</tr>
<tr>
<td></td>
<td>Regulates temperature, lubricates joints, cushions organs</td>
<td></td>
</tr>
</tbody>
</table>

3. Identify the 6 nutrients most likely to be low in teenage diets. State the main function of each. Name 2 good food sources of each. Choose 2 of the nutrients and describe conditions resulting from deficiencies of these nutrients.

<table>
<thead>
<tr>
<th>Nutrients</th>
<th>Function</th>
<th>Food Sources</th>
<th>Deficiency Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitamin C</td>
<td></td>
<td>Milk, Cheese, Yogurt</td>
<td>Tiredness, weakness</td>
</tr>
<tr>
<td>Zinc</td>
<td></td>
<td>Forming healthy red blood cells</td>
<td></td>
</tr>
</tbody>
</table>
TEST ITEM 007-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

Which of the following diseases will a diet balanced in all the necessary vitamins and minerals help prevent?

a. Rickets
b. Beriberi
c. Anemia
d. Colds
e. Scurvy

TEST ITEM 007-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

Which of the following statements about iodized salt is false?

a. It should be taken immediately after strenuous activity.
b. It raises the blood pressure.
c. It helps prevent goiters.
d. It raises the cholesterol level.
e. It helps remove water from the body.

TEST ITEM 007-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank left of the number.

The nutrient that is essential to the prevention of tooth decay is:

a. sodium.
b. chlorine.
c. fluoride.
d. potassium.
e. sulfur.

TEST ITEM 007-00-04

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the number.

Which of the following would be most effective in preventing heart disease?

a. Cut intake of saturated fats.
b. Lower cholesterol levels.
c. Cut down excess calories.
d. Increase sodium intake.
e. Decrease Vitamin D intake.
TEST ITEM 007-00-05

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Lack of a nutritionally adequate diet will result in the least harm during the ages of:

- a. birth to 5 years.
- b. 5-10 years.
- c. 10-15 years.
- d. 15-20 years.
- e. over 20 years.

TEST ITEM 007-00-06

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A health problem that occurs from a lack of Vitamin A.

- a. Night blindness
- b. Deformed joints
- c. Mental retardation
- d. Anemia
- e. Diabetes

TEST ITEM 007-00-07

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A person who eats a nutritionally balanced diet with more calories than his or her body needs will eventually:

- a. become anemic.
- b. develop vitamin deficiencies.
- c. develop skin disorders.
- d. become physically fit.
- e. become obese.

TEST ITEM 007-00-08

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Moderate daily amounts of fiber will help prevent:

- a. brittle hair.
- b. constipation.
- c. strengthened fingernails.
- d. diarrhea.
- e. regular bowel movements.
COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-09

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

At her yearly visit, Sara's doctor said that she has an obesity problem. This means that:

a. excessive salt intake has caused her blood pressure to rise.

b. her basal metabolism and activity levels are higher than her food intake.

c. water is being retained in her body tissues causing a weight gain.

d. unneeded energy is stored as fat in the tissues of her body.

TEST ITEM 007-00-10

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Harvey Waters is diabetic. How would his recommended diet probably differ from the "normal" pattern?

a. Increased intake of concentrated sweets.

b. Eat to keep his weight at top level for his size and build.

c. Change to fats which are polyunsaturated.

d. Substitute honey for cane sugar.

TEST ITEM 007-00-11

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

A way to overcome a lack of ascorbic acid in a diet would be through:

a. orange juice.

b. lean beef.

c. skim milk.

d. whole wheat bread.

TEST ITEM 007-00-12

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

During pregnancy, if the calcium or Vitamin D intake is lacking, the common effect is:

a. removal of calcium from the mother's bones.

b. the infant is born with rickets.

c. the mother-to-be usually experiences severe nausea.

d. blindness will often occur in the infant.

TEST ITEM 007-00-13

INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the phrase that best answers the question.

Anorexia nervosa is:

a. an illness occurring later in life and is caused by changes in a person's basal metabolism.

b. a condition occurring typically in teenage girls and is characterized by a rejection of food.

c. another term for obesity in children.

d. upsets in the body's digestive system which lead to severe malnutrition.
COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-14

INSTRUCTIONS TO STUDENTS: Match the vitamin or mineral in Column 2 to the disease listed in Column 1 that results from a deficiency of that vitamin or mineral.

<table>
<thead>
<tr>
<th>Column 1: Disease</th>
<th>Column 2: Vitamin or Mineral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rickets</td>
<td>A. Niacin</td>
</tr>
<tr>
<td>2. Goiter</td>
<td>B. Vitamin B₁₂</td>
</tr>
<tr>
<td>3. Pellagra</td>
<td>C. Thiamin</td>
</tr>
<tr>
<td>4. Pernicious anemia</td>
<td>D. Iodine</td>
</tr>
<tr>
<td>5. Scurvy</td>
<td>E. Folic acid</td>
</tr>
<tr>
<td>6. Beriberi</td>
<td>F. Vitamin D</td>
</tr>
<tr>
<td>7. Iron-deficiency anemia</td>
<td>G. Iron</td>
</tr>
<tr>
<td></td>
<td>H. Vitamin C</td>
</tr>
</tbody>
</table>

TEST ITEM 007-00-15

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left.

Which is not a mineral that is important to bone growth?

a. Calcium
b. Iron
c. Phosphorus
d. Fluorine

TEST ITEM 007-00-16

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left.

Compared with people of normal weight, overweight people are more likely to have:

a. atherosclerosis.
b. hypertension.
c. diabetes.
d. anemia.

TEST ITEM 007-00-17

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

Vitamin A helps you to resist disease by keeping:

a. your skin moist.
b. germs away from your hands.
c. your eyes well lubricated and clear.
d. the mucous membrane of your nose properly lubricated.

TEST ITEM 007-00-18

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank to the left of the statement.

An extreme lack of Vitamin A causes xerophthalmia, in which:

a. the surface of the eye becomes dry.
b. the eye runs constantly.
c. the eye becomes extremely red.
d. the eye becomes infected.
COMPETENCY 007: Interpret the relationship of diet and lifestyles to nutritionally related health problems.

TEST ITEM 007-00-19

INSTRUCTIONS TO STUDENTS: Match the vitamins in the right column to the functions listed in the left column. Write your answers on the lines provided.

1. Essential for bone growth. A. Vitamin A
2. Helps protect Vitamins A and C from oxidizing. B. Vitamin D
3.Needed for proper coagulation or clotting of blood. C. Vitamin E
4. Helps keep skin and mucous membranes healthy. D. Vitamin K
5. Helps protect unsaturated fatty acids from oxidizing.
6. Prevents night blindness.
7. Can be formed in the skin in the presence of sunlight.
8. Helps the body absorb calcium.
TEST ITEM 008-00-01

INSTRUCTIONS TO STUDENTS: Catherine ate the following meals and snacks yesterday. Evaluate what she ate by answering the following questions.

Scrambled Eggs  
Grits  
Buttered Toast  
Milk  
Sliced Turkey Sandwich  
Green Peas  
French Fries  
Brownie  
Kool-Aid  
Baked Chicken  
Baked Potato  
Macaroni and Cheese  
Buttered Rolls  
Lemon Meringue Pie  
Coke  

Snacks During the Day:  
Sugar Cookies  
Popcorn  
Candy  
Coke  

a. Do the foods supply at least the minimum number of servings per day?  
How many servings per food group did you find?  

b. If there is a deficiency, what is missing?  

c. Are there any changes in the color or texture of the foods that you would make?
INSTRUCTIONS TO STUDENTS: Here is Catherine's menu for the following day. Evaluate it by answering the questions.

Breakfast
Grapefruit Half
Muffin
Milk

Lunch
Ice Cream
Coke
Potato Chips

Dinner
Fried Chicken
Mashed Potatoes with Gravy
Carrot Sticks
Brownies
Iced Tea

a. List under each of the Basic Four the corresponding foods from Catherine's menu. Add the number of servings in each group and write the total on the line below.

<table>
<thead>
<tr>
<th>Milk Group</th>
<th>Meat Group</th>
<th>Vegetable-Fruit Group</th>
<th>Grain Products Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: _______ Total: _______ Total: _______ Total: _______

b. Which group has the most servings? _______

c. Which group has the fewest servings? _______

d. Which three groups need more servings if Catherine's menu is to be nutritious? How many servings does each one need?

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of additional servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. How would you change Catherine's menu? Write your suggestions below.

_________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________
TEST ITEM 008-00-03

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Mike is a sixteen-year-old high school junior who plays basketball. He is very conscientious about training rules. He has heard that athletes need more meat than other people, especially beef. Mike's mother wants to please him and help keep him in shape, but she has to cook within a budget and the family often enjoys fish, poultry, or an egg dish for dinner. Which of the following is the best solution?

a. Mike should have some meat at every meal and beef (preferably steak) at dinner.

b. Mike needs extra meat, but it could be less expensive cuts than steak.

c. Mike does not need extra meat for athletics. He should eat what the family normally eats, including meat, fish, poultry, and eggs.

d. Mike does not need to be careful of what he eats.

TEST ITEM 008-00-04

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Karen is also fourteen. She often skips food in the morning, snacks on sweets and soft drinks, and avoids most vegetables. She knows that she might feel better if she ate more sensibly, but she also takes vitamin pills. She thinks that the vitamin pills will make up for all the nutrients she doesn't get from food regularly. What do you think?

a. Karen is right; the vitamin pill will make up for all the poor food habits she has.

b. It would be far better if Karen got her vitamins from food, since no pill contains all the nutrients she needs.

c. If Karen doesn't eat sensibly, taking vitamins will just make the situation worse.

d. Vitamin pills will make her feel better but she won't be any healthier unless she eats right.

TEST ITEM 008-00-05

INSTRUCTIONS TO STUDENTS: Place a check (✓) beside the statement that best answers the question.

Alice is a healthy, active fourteen-year-old. She regularly eats breakfast and dinner at home, and lunch at school. Her weight is normal, and she eats a varied diet that includes all the foods recommended in the Daily Food Guide. She regularly takes a multivitamin pill with breakfast in the morning. Which of the following statements is probably most accurate?

a. Alice needs the vitamin pill to supply the vitamins and minerals that her food doesn't supply.

b. Alice's diet is adequate, but the vitamin pill is good "nutritional insurance."

c. While Alice doesn't need the extra vitamins to be healthy, they will give her added vitality.

d. Alice's food supplies her with all the vitamins she needs; the vitamin pill is essentially a waste of money.

FN - 88
COMPETENCY 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-06

INSTRUCTIONS TO STUDENTS: Place a check (\(\checkmark\)) beside the statement that best answers the question.

Here is the food intake of a sixteen-year-old girl for one day.

In the morning:
- Cereal
- 1 glass milk
- Coffee

Lunch:
- Tuna sandwich
- Lettuce Salad
- Celery sticks
- Milk

Afternoon:
- Ice cream

Dinner:
- Pork chop
- Rice and gravy
- Peas
- Lettuce and endive salad
- Roll and butter
- Chocolate cake
- Milk

What is wrong with this day's diet?

- a. Not enough milk.
- b. Poor choice of fruits and vegetables.
- c. Too many sweets.
- d. Not enough foods from the bread and cereal group.
- e. There is nothing wrong with this day's food.

TEST ITEM 008-00-07

INSTRUCTIONS TO STUDENTS: Place a check (\(\checkmark\)) beside the statement that best answers the question.

Here are four breakfasts eaten by teenage boys. How would you rate them?

- Jon's:
  - Cheese sandwich
  - Tomato juice
  - Glass of milk

- Chuck's:
  - Ready-to-eat cereal
  - Milk
  - Toast and butter, 2 slices

- Keith's:
  - "Instant" breakfast mix with milk

- Andy's:
  - Egg nog using 2 eggs and 1 glass milk
  - 1 glass orange juice
  - Piece of toast with butter

- a. All are good except Keith's.
- b. All are good except John's.
- c. John's and Andy's are good, but Chuck's and Keith's are not.
- d. Andy's is the only really good breakfast.
- e. None of these are very good breakfasts.
- f. All of these are good breakfasts.
CONCERN 008: Demonstrate the use of nutrition principles when planning meals to meet dietary needs.

TEST ITEM 008-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the space beside the statement that best answers the question.

Sue got up too late on Saturday to have breakfast with the family, but she drank a glass of milk and took two cookies to eat on the way downtown to meet her girl friend for shopping. By 10:30 in the morning she was hungry, so they stopped at a snack bar and Sue has a glass of orange juice and two pieces of cinnamon toast. This made her feel better, but then she wasn't hungry at lunchtime so she skipped lunch. That evening Sue's parents were going out and Sue was to fix her own dinner. She heated up a ready-prepared frozen dinner which contained two pieces of fried chicken, mashed potatoes and gravy, cooked carrots, applesauce, and a roll. She had two glasses of skim milk with dinner, then rushed off on a date. After the movie that night, Sue and her date stopped at the local hamburger shop and she had a hamburger and a thick chocolate shake. What do you think of Sue's food on this Saturday?

___ a. Too many snacks.
___ b. Too many sweets.
___ c. Terrible - she can't possibly get the foods she needs eating this way.
___ d. Her food this day was OK - she got all she needs of the Basic Four Food Groups.
___ e. Would have been all right if she had had a better breakfast.
### COMPETENCY 099: Plan, prepare and serve nutritious snacks.

### TEST ITEM 099-00-01

**INSTRUCTIONS TO STUDENTS:** The food choices you make influence the way you look and feel. Choosing a balanced diet will help you look and feel your best. Read each of the situations below. Write the answer of the best nutritional choice in the blank and then explain why you made that choice.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You rush home from school and grab a snack before the football game. You would:</td>
<td></td>
</tr>
<tr>
<td>a. eat a bag of potato chips.</td>
<td></td>
</tr>
<tr>
<td>b. reach for a fresh apple.</td>
<td></td>
</tr>
<tr>
<td>c. gulp down a soft drink.</td>
<td></td>
</tr>
<tr>
<td>2. You love to nibble on a snack while watching TV. You would:</td>
<td></td>
</tr>
<tr>
<td>a. crunch on raw vegetables.</td>
<td></td>
</tr>
<tr>
<td>b. eat corn chips and dip.</td>
<td></td>
</tr>
<tr>
<td>c. munch on chocolate-covered peanuts.</td>
<td></td>
</tr>
<tr>
<td>3. Your friend Dave wants to lose weight. You recommend low-calorie snacks for his diet. You would suggest:</td>
<td></td>
</tr>
<tr>
<td>a. peanuts.</td>
<td></td>
</tr>
<tr>
<td>b. popcorn.</td>
<td></td>
</tr>
<tr>
<td>c. potato chips.</td>
<td></td>
</tr>
<tr>
<td>4. You are craving a snack before bed. You raid the refrigerator and find the following choices. You would choose:</td>
<td></td>
</tr>
<tr>
<td>a. apple pie.</td>
<td></td>
</tr>
<tr>
<td>b. cola soft drink.</td>
<td></td>
</tr>
<tr>
<td>c. leftover chicken.</td>
<td></td>
</tr>
<tr>
<td>5. It is midmorning and you need a pick-me-up between classes. You pass the vending machine and decide to make a purchase. You would choose:</td>
<td></td>
</tr>
<tr>
<td>a. cream-filled oatmeal cookies.</td>
<td></td>
</tr>
<tr>
<td>b. barbecued potato chips.</td>
<td></td>
</tr>
<tr>
<td>c. peanut butter on whole-grain crackers.</td>
<td></td>
</tr>
<tr>
<td>6. Your friends are going out for a fast-food lunch. You are trying to lose those last few pounds. You decide to go along. You would choose:</td>
<td></td>
</tr>
<tr>
<td>a. fish sandwich and milkshake.</td>
<td></td>
</tr>
<tr>
<td>b. salad bar and milk.</td>
<td></td>
</tr>
<tr>
<td>c. hamburger, french fries, and soft drink.</td>
<td></td>
</tr>
</tbody>
</table>

### TEST ITEM 099-00-02

**INSTRUCTIONS TO STUDENTS:** Write the letter of the correct response in the blank to the left of the statement.

Which Basic Four Food Group is most likely to be in short supply in your diet and therefore is a good choice for a snack?

a. Meats
b. Fruits and vegetables
c. Milk products
d. Breads and cereals
TEST ITEM 009-00-03
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response to the blank to the left of the statement.

One useful purpose of a snack is to:

a. add calories to your daily caloric intake.
b. keep you from being hungry from meal to meal.
c. dull a hungry appetite so you won't eat as much at the next meal.
d. supply vitamins and minerals missing from the day's meals.

TEST ITEM 009-00-04
INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space beside the responses that best answer the question.

Milk is rich in which of the following nutrients?

a. Protein
b. Phosphorus
c. Iron
d. Calcium

TEST ITEM 009-00-05
INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the response that best completes the statement.

Snacks that are high in calories but low in nutrients are not a good idea because they:

a. cause you to gain weight.
b. dull your appetite for the next meal.
c. are hard on your complexion.
d. increase your desire for more fattening foods.

TEST ITEM 009-00-06
INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the responses that best complete the statement.

Fresh fruits are better for you than carbonated drinks because fruit juices:

a. contain vitamins.
b. are higher in calories.
c. contain minerals.
d. are high in sugar.

TEST ITEM 009-00-07
INSTRUCTIONS TO STUDENTS: Put an (x) by the snack foods that are nutritious as well as fairly low in calories.

1. Fruit juices
2. Fruit punch
3. Milk
4. Cheese
5. Candy bar
6. Raisins
7. Celery sticks
8. Carrot sticks
9. Sour cream dip
10. Hot fudge sundae
11. Pie with ice cream
12. Flowerets of cauliflower
13. Cherry tomatoes
14. Fudge bar
15. Dried apricots
16. Lettuce wedge
17. Cookies
18. Potato chips
COMPETENCY 010: Plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

TEST ITEM 010-00-01

INSTRUCTIONS TO STUDENTS: The food choices you make influence the way you look and feel. Read each situation below. Write the answer of the best nutritional choice in the blank. Explain why you made the choice.

Situation 1. You overslept again! In a hurry to get to school, you rush out the door. For breakfast, you would:
   a. reach for a doughnut.
   b. not eat anything.
   c. grab a fresh banana.

Situation 2. You are tired of eating the same old breakfast foods. For a change, you would try:
   a. chocolate layer cake.
   b. glazed doughnuts and milk.
   c. turkey sandwich on whole-wheat bread and milk.

Situation 3. Mary drives a bus, leaving home at 6:30 a.m. A good high-energy breakfast for her is:
   a. whole wheat muffin with grape jelly.
   b. a milk shake consisting of banana, milk, egg and honey.
   c. orange juice.

TEST ITEM 010-00-02

INSTRUCTIONS TO STUDENTS: The statements in questions 1-8 refer to the breakfast menu shown below. For each statement, indicate the correct response by checking (✓) the appropriate column.

<table>
<thead>
<tr>
<th>Whole Wheat Pancakes</th>
<th>Topped with Fresh Strawberries and Honey</th>
<th>A Glass of Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This menu lacks complete protein.
2. This menu lacks carbohydrates.
3. This meal could be considered a light breakfast for a teenage girl.
4. This menu provides Vitamin A.
5. This menu provides Vitamin C.
6. This menu provides calcium and phosphorus.
7. The meal could be prepared quickly.
8. This menu lacks the B-Vitamins.

TEST ITEM 010-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the blank left of the question.

Ideally, breakfast should supply at least what part of your daily food intake?

a. 1/4  
b. 1/2  
c. 1/8  
d. 1/3
Competency 010: Plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

Test Item 010-00-04
Instructors to Students: Place the letter of the appropriate answer in the blank left of the question.

___To meet your body's needs, approximately how many calories should your breakfast contain?
   a. 800-1000
   b. 400-600
   c. 600-800
   d. 1000-1200

Test Item 010-00-05
Instructors to Students: Place the letter of the appropriate answer in the blank left of the question.

___Which of these food substances helps best in preventing midmorning hunger pangs?
   a. Sugar
   b. Protein
   c. Starch
   d. All of these

Test Item 010-00-06
Instructors to Students: Place the letter of the appropriate answer in the blank left of the question.

___Why is it not a good idea to drink only coffee for breakfast?
   a. You can't do as much work.
   b. You become more shaky.
   c. You react more slowly.
   d. All of these.

Test Item 010-00-07
Instructors to Students: Put an (x) in front of the statement that describes most accurately what is likely to happen to you if you skip breakfast.

___a. You will become shaky as the morning progresses.
___b. You will have plenty of pep and energy until lunch time.
___c. You will most likely be low in the nutrients you need for the rest of the day.
___d. Your work output will be slower.
___e. You can do more school work and concentrate better.
___f. You will be low in ascorbic acid (Vitamin C).
___g. Your calcium and phosphorus intake will be low.
___h. You will not be able to concentrate as well as usual on your school work.

Test Item 010-00-08
Instructors to Students: Put an (x) in front of those nutrients which are added to powdered breakfast supplements.

___a. Protein
___b. Vitamin A
___c. Ascorbic acid (Vitamin C)
___d. Vitamin B
___e. Iron
___f. Calcium
___g. Vitamin D
___h. Phosphorus
COMPETENCY 012: Identify principles of organization and management for kitchen facilities and equipment.

TEST ITEM 012-00-01
INSTRUCTIONS TO STUDENTS: Select the letters of the correct answers.

General rules to use as a guide for easy-to-reach storage in your kitchen are:

___ a. store small appliances on highest shelves.
___ b. store supplies and utensils at the center where first used.
___ c. store the most often used items in the most accessible place—between knee and shoulder height.
___ d. to use storage facilities designed for the items to be kept in them.

TEST ITEM 012-00-02
INSTRUCTIONS TO STUDENTS: Place a check (✓) in the space to the left of the appropriate choices.

The size and design of the kitchen will determine:

___ a. the equipment to be selected.
___ b. the size of the equipment.
___ c. the color of the appliances.
___ d. the way the equipment is to be arranged.

TEST ITEM 012-00-03
INSTRUCTIONS TO STUDENTS: Describe proper storage principles for kitchen utensils and tools.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

TEST ITEM 012-00-04
INSTRUCTIONS TO STUDENTS: For each piece of kitchen equipment or supply listed in Column A, locate the kitchen work center in Column B where it should be located. Place the letter of the center you choose in the blank to the left of each item in Column A. Each letter can be used more than once.

<table>
<thead>
<tr>
<th>Column A: Kitchen Equipment or Supply</th>
<th>Column B: Kitchen Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Casserole dishes</td>
<td>A. Cleanup</td>
</tr>
<tr>
<td>2. Cookie sheets</td>
<td>B. Cooking and serving</td>
</tr>
<tr>
<td>3. Detergent</td>
<td>C. Food preparation and storage</td>
</tr>
<tr>
<td>4. Flour, sugar, and salt</td>
<td></td>
</tr>
<tr>
<td>5. Kitchen knife</td>
<td></td>
</tr>
<tr>
<td>6. Mixing bowls</td>
<td></td>
</tr>
<tr>
<td>7. Pots</td>
<td></td>
</tr>
<tr>
<td>8. Serving dishes</td>
<td></td>
</tr>
<tr>
<td>9. Scouring pad</td>
<td></td>
</tr>
<tr>
<td>10. Skillet</td>
<td></td>
</tr>
</tbody>
</table>

1 7 9 6
COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-01
INSTRUCTIONS TO STUDENTS: The small appliances listed in the left-hand column are for the uses listed in the right-hand column. Place the letter of the best use in the blank to the left of each small appliance.

_1. Slow cooker__ A. Cuts, grates, chops, minces
_2. Mix'er_ B. Blends, purees, and liquefies food quickly
_3. Food processor_ C. Cooks food at low temperatures
_4. Blender_ D. Broils food
_5. Skillet_ E. Fries, panbroils, braises and saute's
F. Beats and mixes food

TEST ITEM 013-00-02
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.
Which of these type ovens cook food fastest?

a. The conventional oven
b. The microwave oven
c. The convection oven
d. The toaster-broiler oven

TEST ITEM 013-00-03
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.
Which of the following is not true of the microwave oven?

a. It defrosts, reheats, and cooks food rapidly.
b. It cooks all food in less time.
c. Foods do not need to be cooked in additional water.
d. It will brown foods like a conventional oven.

TEST ITEM 013-00-04
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.
Suitable containers for microwaving include:

a. metal cookware and aluminum foil.
b. all plastic and glass-ceramic types.
c. paper containers.
d. non-heat resistant containers.

TEST ITEM 013-00-05
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.
Which of these electric appliances would most likely be thermostatically controlled?

a. Electric skillet
b. Food processor
c. Mixer
d. Blender

TEST ITEM 013-00-06
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.
In the convection oven, food is cooked by:

a. microwaves.
b. a stream of heated air, forced by a fan.
c. high pressure.
d. radiated heat.
COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-07
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

Which of the following is a built-in safety feature for microwave ovens?

a. Microwaves cut off when the oven overheats.
b. Extra heavy cords are used.
c. The oven shuts off automatically when the door is ajar.
d. There are no windows in the doors, this prevents leakage of microwaves.

TEST ITEM 013-00-08
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

Of the knives listed, which is considered a good all purpose knife?

a. Chef or French knife.
b. Paring knife.
c. Slicing knife.
d. Utility knife.

TEST ITEM 013-00-09
INSTRUCTIONS TO STUDENTS: Place the letter of the best answer to the left of the question.

To improve its ability to conduct heat, a core of copper or carbon steel is sometimes added to:

a. cast iron cookware.
b. aluminum cookware.
c. glass ceramic cookware.
d. stainless steel cookware.

TEST ITEM 013-00-10
INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

Valch are precautions when using small electrical appliances?

a. Follow manufacturer's directions.
b. Dry hands before connecting or disconnecting.
c. Plug the cord into the appliance, then into the wall.
d. Grasp the plug rather than the cord when disconnecting.
e. Disconnect the cord from the appliance, then from the wall.
f. Disconnect appliance before cleaning it.

TEST ITEM 013-00-11
INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

The food processor is an excellent choice for a portable kitchen appliance because it can be used to:

a. knead bread dough.
b. mix milk shakes.
c. cream sugar and fat mixtures.
d. combine heavy batters.
e. crush ice.
f. chop vegetables, nuts, etc.
g. puree fruit and vegetables.
h. beat egg whites.
i. whip cream.
j. slice fruits, vegetables and cheese.
COMPETENCY 013: Select, use, and care for major and portable appliances used for food preparation and storage.

TEST ITEM 013-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) to the left of those statements that best answer the question.

For which chores is a heavy-duty stand mixer useful?

___ a. Kneading bread dough
___ b. Combining heavy batters
___ c. Whipping cream
___ d. Beating eggs
___ e. Chopping nuts
___ f. Creaming sugar and fat mixtures
___ g. Pureeing fruits and vegetables
COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-01
INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

The utensil that is best to use for scraping bowls and saucepans and for folding one ingredient into another is a:

a. wooden spoon.
b. metal slotted spoon.
c. a rubber scraper.
d. a metal spatula.

TEST ITEM 014-00-02
INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

To remove food from liquid, you should use a:

a. basting spoon.
b. wooden spoon.
c. slotted spoon.
d. ladle.

TEST ITEM 014-00-03
INSTRUCTIONS TO STUDENTS: Place the letter of the correct choice in the blank to the left of the statement.

What task would a wire whip be used for?

a. Stirring spaghetti.
b. Picking up hot foods.
c. Mixing dough.
d. Blending milk and eggs.

TEST ITEM 014-00-04
INSTRUCTIONS TO STUDENTS: Identify the equipment required to complete the steps in the recipe below.

Baking Powder Biscuits

5 cups of flour 1 teaspoon salt
2 cups shortening 3 teaspoons baking powder
3 teaspoons sugar 4 cups buttermilk

Step 1: Break up shortening into flour.
Step 2: Add sugar, salt, and baking powder.
Step 3: Add butter milk.
Step 4: Knead dough 2 minutes.
Step 5: Roll out to 1/4 inch thickness and cut into desired shape and size.
Step 6: Bake on silicone paper-lined sheet pans at 400 degrees for 10 minutes or until golden brown.

Pastry board
Pastry blender
Rubber scraper
Measuring spoons
Liquid measuring cup
Rolling pin
Metal spatula
Fork
**COMPETENCY 014:** Select, use, and care for cookware and food preparation tools.

**TEST ITEM 014-00-05**

INSTRUCTIONS TO STUDENTS: For each food preparation job listed in Column A, locate the utensil in Column B that should be used. Place the letter of the item you choose in the blank to the left of Column A. Use each letter only once.

<table>
<thead>
<tr>
<th>Column A: Food Preparation Job</th>
<th>Column B: Utensil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cut in or mix shortening and flour.</td>
<td>A. Liquid measuring cup</td>
</tr>
<tr>
<td>2. Remove skin from fruits and vegetables.</td>
<td>B. Measuring spoons</td>
</tr>
<tr>
<td>3. Combine dry ingredients together.</td>
<td>C. Metal spatula</td>
</tr>
<tr>
<td>4. Measure milk or water.</td>
<td>D. Pastry blender</td>
</tr>
<tr>
<td>5. Measure small amounts of liquid and/or dry ingredients.</td>
<td>E. Peeler</td>
</tr>
<tr>
<td>6. Level off dry ingredients in cup.</td>
<td>F. Plastic spatula</td>
</tr>
<tr>
<td>7. Lift corn on the cob from hot water.</td>
<td>G. Sifter</td>
</tr>
<tr>
<td></td>
<td>H. Tongs</td>
</tr>
<tr>
<td></td>
<td>I. Rotary beater</td>
</tr>
<tr>
<td></td>
<td>J. Dry measuring cup</td>
</tr>
</tbody>
</table>

**TEST ITEM 014-00-06**

INSTRUCTIONS TO STUDENTS: Match the tool in the right column that best corresponds to each procedure in the left column. Write the letter in the blank space provided. Use each tool only once. Not all the tools are used.

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beats, stirs, and mixes hot foods</td>
<td>A. Sharpening steel</td>
</tr>
<tr>
<td>2. Used for baking foods and food combinations</td>
<td>B. Flour sifter</td>
</tr>
<tr>
<td>3. Measures the internal temperature of roasts and poultry</td>
<td>C. Paring knife</td>
</tr>
<tr>
<td>4. Dips liquids such as soup from a pan to a bowl</td>
<td>D. Pastry blender</td>
</tr>
<tr>
<td>5. Shreds vegetables and cheese</td>
<td>E. Ladle</td>
</tr>
<tr>
<td>6. Drains liquid from food</td>
<td>F. Vegetable brush</td>
</tr>
<tr>
<td>7. Lifts or turns food</td>
<td>G. Cooling rack</td>
</tr>
<tr>
<td>8. Renews the sharp edge on a knife</td>
<td>H. Kitchen shears</td>
</tr>
<tr>
<td>9. Cools cookies, cakes, and breads</td>
<td>I. Dry measuring cups</td>
</tr>
<tr>
<td>10. Heats foods that would burn easily over direct heat</td>
<td>J. Meat thermometer</td>
</tr>
<tr>
<td>11. Fries, saute's, or panbroils</td>
<td>K. Kitchen fork</td>
</tr>
<tr>
<td>12. Cuts shortening into dry ingredients</td>
<td>L. Wooden spoon</td>
</tr>
<tr>
<td>13. Cuts pastry and dried fruits and vegetables</td>
<td>M. Double boiler</td>
</tr>
<tr>
<td>14. Fills bottles with liquid</td>
<td>N. Skillet</td>
</tr>
<tr>
<td></td>
<td>O. Casserole</td>
</tr>
<tr>
<td></td>
<td>P. Colander</td>
</tr>
<tr>
<td></td>
<td>Q. Funnel</td>
</tr>
<tr>
<td></td>
<td>R. Grater</td>
</tr>
</tbody>
</table>
COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-07

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Come in a set of four or five.</td>
<td>A. Paring knife</td>
</tr>
<tr>
<td>2. Use to spread frosting on a cake.</td>
<td>B. Steamer</td>
</tr>
<tr>
<td>3. A long, narrow knife.</td>
<td>C. Peeler</td>
</tr>
<tr>
<td>4. Squeezing the ball end draws liquid into the tube.</td>
<td>D. Slicing knife</td>
</tr>
<tr>
<td>5. Removes food from sides of bowl.</td>
<td>E. Straight-edge spatula</td>
</tr>
<tr>
<td>6. Its use helps retain nutrients in vegetables.</td>
<td>F. Strainer</td>
</tr>
<tr>
<td>7. Used for baking angel food and chiffon cakes.</td>
<td>G. Rubber scraper</td>
</tr>
<tr>
<td>8. A short-bladed knife for cleaning foods.</td>
<td>H. Baster</td>
</tr>
<tr>
<td>9. Its blade swivels.</td>
<td>I. Pot</td>
</tr>
<tr>
<td></td>
<td>J. Pastry brush</td>
</tr>
<tr>
<td></td>
<td>K. Measuring spoons</td>
</tr>
<tr>
<td></td>
<td>L. Tube pan</td>
</tr>
</tbody>
</table>

TEST ITEM 014-00-08

INSTRUCTIONS TO STUDENTS: Match the uses in Column B with the utensils in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. Serve stew</td>
</tr>
<tr>
<td></td>
<td>B. Remove skins and seeds, potato eyes</td>
</tr>
<tr>
<td>2.</td>
<td>C. Stir gravy</td>
</tr>
<tr>
<td></td>
<td>D. Remove fruit and vegetable skins</td>
</tr>
<tr>
<td>3.</td>
<td>E. Chop celery</td>
</tr>
<tr>
<td></td>
<td>F. Extract lemon juice</td>
</tr>
<tr>
<td>4.</td>
<td>G. Shred cabbage</td>
</tr>
<tr>
<td>5.</td>
<td>H. Cut in shortening</td>
</tr>
<tr>
<td>6.</td>
<td>I. Sift flour</td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
TEST ITEM 014-00-09
INSTRUCTIONS TO STUDENTS: Match the uses in Column B with the appropriate utensil in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chop celery</td>
<td>A. Chop celery</td>
</tr>
<tr>
<td>2. Fill jars and bottles</td>
<td>B. Fill jars and bottles</td>
</tr>
<tr>
<td>3. Remove excess fat</td>
<td>C. Remove excess fat</td>
</tr>
<tr>
<td>4. Strain crushed pineapple</td>
<td>D. Strain crushed pineapple</td>
</tr>
<tr>
<td>5. Rinse fruit</td>
<td>E. Rinse fruit</td>
</tr>
<tr>
<td>6. Slice bread</td>
<td>F. Slice bread</td>
</tr>
<tr>
<td>7. Turn pancakes</td>
<td>G. Turn pancakes</td>
</tr>
<tr>
<td>8. Lift corn on the cob from water</td>
<td>H. Lift corn on the cob from water</td>
</tr>
<tr>
<td>9. Sift dry ingredients</td>
<td>I. Sift dry ingredients</td>
</tr>
</tbody>
</table>

TEST ITEM 014-00-10
INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks provided.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td>g.</td>
<td>h.</td>
</tr>
</tbody>
</table>

FN - 103
TEST ITEM 014-0C-11

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks provided.

a. ____________________________
b. ____________________________
c. ____________________________
d. ____________________________
e. ____________________________
f. ____________________________
g. ____________________________
h. ____________________________
i. ____________________________
j. ____________________________

TEST ITEM 014-00-12

INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for draining, straining, and sifting.

a. ____________________________
b. ____________________________
c. ____________________________
COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-13
INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for measuring.

a. 

b. 

c. 

d. 

TEST ITEM 014-00-14
INSTRUCTIONS TO STUDENTS: Identify kitchen utensils and tools used for baking and oven cooking.

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

k. 

FN - 105
COMPETENCY 014: Select, use and care for cookware and food preparation tools.

TEST ITEM 014-00-17

INSTRUCTIONS TO STUDENTS: Identify miscellaneous kitchen utensils and tools.

a. __________________________ b. __________________________
c. __________________________ d. __________________________
e. __________________________ e. __________________________
f. __________________________
g. __________________________ h. __________________________
i. __________________________ i. __________________________
j. __________________________
k. __________________________ l. __________________________

FN-107
COMPETENCY 015: Interpret the use of time, energy, and money in the management of meals.

TEST ITEM 015-00-01

INSTRUCTIONS TO STUDENTS: Complete a plan for preparing and serving the following menu and cleanup afterwards. The meal will be served at 6:00 p.m. (Allow 1 hour and 10 minutes to prepare the meal.)

Lasagne
Green Beans, Tossed Salad
Garlic Bread
Milk
Cantaloupe with Sherbet

The lasagne requires 25 minutes to cook. Complete the preparation task chart, then make a time schedule to use to prepare the meal.

1. Preparation Tasks
   a. _____ minutes for assembling ingredients.
   b. _____ minutes for assembling equipment.
   c. _____ minutes for measuring.
   d. _____ minutes for mixing or blending.
   e. _____ minutes for baking or cooking.
   f. _____ minutes for setting the table.
   g. _____ minutes for serving and eating.
   h. _____ minutes for cleanup.
   i. _____ Total minutes needed.

2. Meal Preparation Plan

<table>
<thead>
<tr>
<th>Preparation Time Zones</th>
<th>Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Advance Preparation:</td>
<td>5:00-5:10</td>
</tr>
<tr>
<td>(1) Assemble ingredients for lasagne</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

B. More Than an Hour to Cook:
| (1)                          |              |
| (2)                          |              |
| (3)                          |              |
| (4)                          |              |
| (5)                          |              |

C. Less Than an Hour to Cook:
| (1)                          |              |
| (2)                          |              |
| (3)                          |              |
| (4)                          |              |

D. Last Minute Preparation:
| (1)                          |              |
| (2)                          |              |
| (3)                          |              |
| (4)                          |              |
| (5)                          |              |
| (6)                          |              |

Serve Meal

125

FN - 108
COMPETENCY 015: Interpret the use of time, energy, and money in the management of meals.

TEST ITEM 015-00-02
INSTRUCTIONS TO STUDENTS: Place a check (✓) beside those statements that are true.
Which are time and energy work habits that mother could use in preparing family meals?

___ a. Have a written plan to follow.
___ b. Gather all utensils and supplies.
___ c. Use proper utensils and equipment needed for the job.
___ d. Make your plans as you prepare the meal.
___ e. Have all recipes that are needed.
___ f. Be aware of the time as you work.

TEST ITEM 015-00-03
INSTRUCTIONS TO STUDENTS: Select the best menu for the following:
Mary's mother works outside the home and usually has 45 minutes to prepare dinner. Which menu would be appropriate for the time allowed? Check the correct menu.

___ a. Baked ham, potato salad, congealed fruit salad, biscuits, homemade ice cream
___ b. Turkey with dressing, candied yams, yeast rolls, homemade chocolate cake
___ c. Broiled chicken, canned stewed tomatoes, frozen English peas, instant butterscotch pudding
___ d. Roast beef, instant creamed potatoes, fresh string beans, cherry pie

TEST ITEM 015-00-04
INSTRUCTIONS TO STUDENTS: Select the best menu for the following:
Tom's mother is in the hospital and he must prepare dinner for his family. The oven is out of order, so he must be careful what he chooses to prepare. Choose the appropriate menu.

___ a. Fried chicken, rice and gravy, tossed salad, jello
___ b. Baked fish, cole slaw, French fries, hush puppies, angel food cake
___ c. Meat loaf, baked potato, corn, clover leaf rolls, brownies
___ d. Ham and noodle casserole, asparagus, baked squash, corn bread muffins, egg custard pie

TEST ITEM 015-00-05
INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Avoiding waste of nutrients.</td>
<td>A. Planning</td>
</tr>
<tr>
<td>2. Using resources wisely to achieve specific goals.</td>
<td>B. Timetable</td>
</tr>
<tr>
<td>3. Any food that is no longer suitable for eating.</td>
<td>C. Management</td>
</tr>
<tr>
<td>4. The process of getting things ready for use ahead of time.</td>
<td>D. Food waste</td>
</tr>
<tr>
<td>5. Time, skills, money, equipment.</td>
<td>E. Daily Food Guide</td>
</tr>
<tr>
<td>6. Aid to nutrition planning.</td>
<td>F. Pre-preparation</td>
</tr>
<tr>
<td>7. Determining cooking time is part of this.</td>
<td>G. Work simplification</td>
</tr>
<tr>
<td></td>
<td>H. Food conservation</td>
</tr>
<tr>
<td></td>
<td>I. Resources</td>
</tr>
</tbody>
</table>

123

FN - 109
TEST ITEM 015-00-06

INSTRUCTIONS TO STUDENTS: Read the following statements carefully. In the space to the left of each statement, place an (x) if it is a true statement regarding the planning, preparation and service of meals.

___a. Two personal resources are time and skills.
___b. An example of an appealing meal is one with all strong-flavored foods.
___c. Pre-preparation and assembling needed items before you begin to work are basic principles in working efficiently.
___d. Meal planning helps make sure meals are nutritious.
___e. There is little that can be done to make leftovers interesting.
___f. Preheating the oven is recommended for all foods.
___g. Foods that contrast in color and texture are called complements.
___h. The food at each meal should have a variety of shapes and sizes.
___i. To time a meal, plan backwards from the time the meal should be ready.
TEST ITEM 016-00-01
INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions                                                                 Terms
1. Any poison produced by bacteria in food                                  A. Childproofing
2. Bacteria often found in improperly home-canned foods that cause severe illness or death
   B. Botulism
   C. Carbon monoxide
   D. Food-borne illness
3. Known as food poisoning                                                  E. (125°F)
4. Seedlike single cells from which bacteria grow                           F. (140°F)
5. Temperature above which bacteria can no longer grow                      G. Spores
6. An odorless, deadly gas                                                  H. Staphylococcal
I. Poisoning
J. Toxin

TEST ITEM 016-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statement that best answers the question.

1. In case of an accident, it is better:
   a. to do nothing unless you know exactly what to do.
   b. to do what seems reasonable.

2. Bacteria grow fastest between:
   a. 52°C and 60°C (125°F and 140°F).
   b. 150°C and 52°C (60°F and 125°F).

3. To stop severe bleeding:
   a. cover the wound with a cloth and press firmly.
   b. wash out of the way.

4. If a knife starts to fall:
   a. try to catch it so it doesn't damage the floor.
   b. get out of the way.

5. Which of the two following types of food-borne illnesses is more serious?
   a. perfringens poisoning
   b. botulism

TEST ITEM 016-00-03
INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

1. Caused by a parasitic roundworm which sometimes can be found in uncooked pork. A. Infectious hepatitis
2. Caused by toxins that are produced by a type of bacteria found in improperly home-canned foods. B. Staphylococcal poisoning
3. Caused by eating food which has been contaminated by a type of bacteria often transmitted by infected food handlers. C. Salmonellosis
4. Caused by a type of spore-forming bacteria found in soil, dust, sewage, food, the human intestinal tract and warm-blooded animals. D. Perfringens poisoning
5. Caused by a type of bacteria which is carried by insects, rodents and household pets. E. Botulism
   F. Trichinosis
   G. Natural poisons
COMPETENCY 016: Describe practices which provide for safety and sanitation in the preparation and service of food.

TEST ITEM 016-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statements that are true regarding kitchen safety.

a. Food-borne illnesses are caused by bacteria or by toxins which are produced by bacteria.

b. Bacteria always are harmful.

c. Utensils can transfer bacteria from raw foods to cooked foods.

d. Chlorine bleach can be used to help kill bacteria found on kitchen counters and cutting boards.

e. Freezing temperatures kill all bacteria.

f. Large amounts of food take longer to heat or chill than small or average amounts of food.

g. Always move a knife blade away from the body when cutting.

h. When lighting a gas range manually, light the match before turning on the gas.

TEST ITEM 016-00-05
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Raw meat, open sores and mucus are common sources of:

a. botulism.

b. staphylococcal poisoning.

c. salmonellosis.

d. perfringens poisoning.

TEST ITEM 016-00-06
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Salmonellosis is caused by:

a. clostridium botulinum bacteria.

b. poisonous mushrooms.

c. parasitic roundworm sometimes found in uncooked pork.

d. contaminated meat or poultry.

TEST ITEM 016-00-07
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

To give first aid for a burn:

a. place the burned area under cold running water or in a cold water bath.

b. apply butter or oil to the burn.

c. break any blisters that form.

d. wrap the burned area tightly with sterile gauze.

TEST ITEM 016-00-08
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

In cases of electric shock, first:

a. pull the victim away from the source of the power.

b. disconnect the power source.

c. begin rescue breathing.

d. call the emergency squad.
COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-01

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

To make work simpler when preparing a recipe, you can:

- measure liquid ingredients before you measure dry ones.
- measure as many ingredients as possible before you begin to put the recipe together.
- cut food on the counter top.
- use a rubber scraper only when emptying the ingredients in a bowl into the cooking pan.

TEST ITEM 017-00-02

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

Which of the following types of information is not included in a standard recipe?

- Length of cooking time.
- Substitutions for ingredients not available.
- Number of servings.
- Instructions in mixing.

TEST ITEM 017-00-03

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

A yield in a recipe refers to the:

- unit cost per serving.
- caloric weight of ingredients.
- number of servings.
- size per serving.

TEST ITEM 017-00-04

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

To preheat the oven means:

- to turn the oven on about ten minutes before you plan to put the food in.
- to adjust the rack to the correct position for the type of pan you are using.
- to check your recipe for the exact temperature needed for your recipe.
- to turn the oven on thirty minutes before you plan to put the food in.

TEST ITEM 017-00-05

INSTRUCTIONS TO STUDENTS: Place the letter of the best answer in the blank to the left of the question.

Before beginning to work, you should read the recipe carefully and:

- make a list of ingredients and equipment needed to prepare the recipe.
- make a list of ingredients needed to prepare the recipe.
- make a list of equipment needed to prepare the recipe.
- do preparation work.

TEST ITEM 017-00-06

INSTRUCTIONS TO STUDENTS: Speed and accuracy are important factors in food preparation. Which of the following would help one to develop speed and accuracy? If your answer is YES, write A in the blank provided. If your answer is NO, write N in the blank provided.

1. Read the recipe carefully before beginning.
2. Wait to measure ingredients until they are called for in the recipe.
3. Estimate the time required for preparation and cooking.
4. Check to see that all necessary equipment is available.
### COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

**TEST ITEM 017-00-07**

**INSTRUCTIONS TO STUDENTS:** Match the term in the right column that best corresponds to each food preparation description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Food Preparation Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>__1. To use high heat to brown meat.</td>
<td>A. Dredge</td>
</tr>
<tr>
<td>__2. To work dough by pressing and folding until it becomes smooth and elastic.</td>
<td>B. Flake</td>
</tr>
<tr>
<td>__3. To cook a liquid until it becomes more concentrated.</td>
<td>C. Knead</td>
</tr>
<tr>
<td>__4. To cut food into the smallest possible pieces.</td>
<td>D. Mince</td>
</tr>
<tr>
<td>__5. To break into small pieces with a fork.</td>
<td>E. Reduce</td>
</tr>
<tr>
<td>__6. To heat a liquid such as milk to the simmering point.</td>
<td>F. Scald</td>
</tr>
<tr>
<td></td>
<td>G. Sear</td>
</tr>
</tbody>
</table>

**TEST ITEM 017-00-08**

**INSTRUCTIONS TO STUDENTS:** Match the term in the right column that best corresponds to each food preparation description in the left column. Write the letter in the blank space provided.

<table>
<thead>
<tr>
<th>Food Preparation Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>__1. To soak in an acid-oil mixture.</td>
<td>A. Cube</td>
</tr>
<tr>
<td>__2. To cut into small squares.</td>
<td>B. Coat</td>
</tr>
<tr>
<td>__3. To add water to a concentrated food to return it to its natural state.</td>
<td>C. Cream</td>
</tr>
<tr>
<td>__4. To cover food evenly with flour.</td>
<td>D. Fold-in</td>
</tr>
<tr>
<td>__5. To make very thin, straight cuts in the surface of a food.</td>
<td>E. Marinate</td>
</tr>
<tr>
<td>__6. To beat until soft and smooth.</td>
<td>F. Reconstitute</td>
</tr>
<tr>
<td></td>
<td>G. Score</td>
</tr>
</tbody>
</table>

**TEST ITEM 017-00-09**

**INSTRUCTIONS TO STUDENTS:** Match the ingredients in Column A with the measuring techniques in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Baking soda</td>
<td>1. Pack into cup to eliminate and level air bubbles.</td>
</tr>
<tr>
<td>b. Granulated sugar</td>
<td>2. Fill a clear measuring cup to proper mark, viewed at eye level.</td>
</tr>
<tr>
<td>c. Brown sugar</td>
<td>3. Fill correct size cup to overflowing and level.</td>
</tr>
<tr>
<td>d. Shortening</td>
<td>4. Pack firmly, then level.</td>
</tr>
<tr>
<td>e. Orange Juice</td>
<td>5. Fill measuring spoon to overflowing and level.</td>
</tr>
</tbody>
</table>

**TEST ITEM 017-00-10**

**INSTRUCTIONS TO STUDENTS:** For items 1 through 5, write in the blank provided the letter of the process which should be used to measure each ingredient. The processes may be used more than once.

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>__1. Confectioner's sugar</td>
<td>A. Sift and spoon gently into cup.</td>
</tr>
<tr>
<td>__2. Vinegar</td>
<td>B. Pack firmly into cup.</td>
</tr>
<tr>
<td>__3. Shortening</td>
<td>C. Read measurement at eye level.</td>
</tr>
<tr>
<td>__4. Flour</td>
<td></td>
</tr>
<tr>
<td>__5. Peanut butter</td>
<td></td>
</tr>
</tbody>
</table>
CONPETENCY Q17: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-11

INSTRUCTIONS TO STUDENTS. Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of servings or pieces that will result from a recipe</td>
<td>A. Wok</td>
</tr>
<tr>
<td>2. A method of measuring solid fat</td>
<td>B. Saute</td>
</tr>
<tr>
<td>3. Panfry</td>
<td>C. Baste</td>
</tr>
<tr>
<td>4. Temperature at which fats begin to break down, causing them to discolor and develop an off-flavor and odor</td>
<td>D. Smoking point</td>
</tr>
<tr>
<td>5. Gives ingredients and instructions for preparing a specific food</td>
<td>E. Simmer</td>
</tr>
<tr>
<td>6. To brush or pour liquid over food as it cooks</td>
<td>F. Altitude</td>
</tr>
<tr>
<td>_</td>
<td>G. Recipe</td>
</tr>
<tr>
<td>_</td>
<td>H. Yield</td>
</tr>
<tr>
<td>_</td>
<td>I. Water displacement method</td>
</tr>
</tbody>
</table>

TEST ITEM 017-00-12

INSTRUCTIONS TO STUDENTS: Match the abbreviations to the customary measures by placing the appropriate letter in the blank.

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Custumary Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tsp.</td>
<td>A. Pound</td>
</tr>
<tr>
<td>2. Tbs.</td>
<td>B. Teaspoon</td>
</tr>
<tr>
<td>3. c.</td>
<td>C. Pint</td>
</tr>
<tr>
<td>4. qt.</td>
<td>D. Quart</td>
</tr>
<tr>
<td>5. oz.</td>
<td>E. Tablespoon</td>
</tr>
<tr>
<td>6. lb.</td>
<td>F. Cup</td>
</tr>
<tr>
<td>7. gal.</td>
<td>G. Ounce</td>
</tr>
<tr>
<td>8. pt.</td>
<td>H. Gallon</td>
</tr>
</tbody>
</table>

FN - 115
COMPETENCY 017: Interpret the meanings of words, symbols, abbreviations and directions given in recipes.

TEST ITEM 017-00-13

INSTRUCTIONS TO STUDENTS: Read the recipe carefully and then answer the questions that follow.

Lemon Buttermilk Pound Cake

1 1/2 cups shortening
2 1/2 cups sugar
4 eggs
3 1/2 cups plain flour
1/2 teaspoon salt
1/2 teaspoon soda
1 cup buttermilk
1 teaspoon lemon flavoring

Cream sugar and shortening well. Add eggs, beat well after ...... added. Sift together flour, salt, and soda. Add milk and flour alternately (begin and end with flour). Bake at 325 degrees for 1 hour and 15 minutes. Let stand in tube pan for 10 minutes.

1. What measuring utensils are needed to prepare this recipe?

2. What mixing utensils are needed?

3. List terms found in the recipe.

4. How are the eggs added?

5. Milk and flour are added alternately. What does this mean?
COMPETENCY 018: Select, prepare and serve a variety of foods.
Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-01
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

All of the following will cause the separation or starch granules except:

a. combining the starch with sugar.
b. coating the starch granules with fat.
c. mixing the starch with boiling water to form a paste.
d. mixing the starch with cold water to form a paste.

TEST ITEM 018-01-02
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

The flour that is most suitable for the preparation of muffins is:

a. all-purpose flour.
b. cake flour.
c. bread flour.
d. pastry flour.

TEST ITEM 018-01-03
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

If a quick bread recipe contains buttermilk, which of the following leavening agents would be used?

a. Double-acting baking powder
b. Single-acting baking powder
c. Baking soda
d. Compressed yeast

TEST ITEM 018-01-04
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Tunnels often are found in:

a. over-mixed muffins.
b. undermixed muffins.
c. overmixed biscuits.
d. undermixed biscuits.

TEST ITEM 018-01-05
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following causes cream puffs to ooze fat during baking?

a. Too much fat
b. Evaporation of too much liquid
c. Using the wrong kind of fat
d. Too much liquid

TEST ITEM 018-01-06
INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The outer covering of grain, which contains fiber and the B vitamins</td>
<td>A. Enriched</td>
</tr>
<tr>
<td>2. Rice with a nutlike flavor and chewy texture</td>
<td>B. Grits</td>
</tr>
<tr>
<td>3. The sprouting section of grain inside the kernel from which a new plant can grow</td>
<td>C. Barley</td>
</tr>
<tr>
<td>4. Maize from ground, milled white corn, used as cereal or a side dish</td>
<td>D. Kernel</td>
</tr>
<tr>
<td>5. Grains in which nutrients lost in processing are replaced</td>
<td>E. Endosperm</td>
</tr>
<tr>
<td>6. Technically not a rice, but a grain of water grass</td>
<td>F. Brown rice</td>
</tr>
<tr>
<td>7. Grain used mainly in soups</td>
<td>G. Germ</td>
</tr>
<tr>
<td>8. Seed of the grain plant</td>
<td>H. Converted rice</td>
</tr>
<tr>
<td></td>
<td>I. Wild rice</td>
</tr>
<tr>
<td></td>
<td>J. Bran</td>
</tr>
</tbody>
</table>

ERI C
TEST ITEM 018-01-07
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

In using the muffin method to make quick bread, you:

a. mix the fat and flour with a pastry blender.
b. mix just long enough to moisten the dry ingredients.
c. knead the dough for about 30 seconds.
d. knead the dough for 8 to 10 seconds.

TEST ITEM 018-01-08
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Pour batters are:

a. thin enough to be poured into a baking pan.
b. thick enough to be dropped by a spoon.
c. so thick they are shaped by hand.
d. either soft or stiff.

TEST ITEM 018-01-09
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Tunnels are formed in quick breads:

a. if too much liquid is used.
b. if the batter is undermixed.
c. if the batter is overmixed.
d. if the dough is not kneaded enough.

TEST ITEM 018-01-10
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Flour is measured by:

a. sifting it to remove any lumps.
b. packing it into a cup until it holds the shape of the cup when inverted.
c. spooning it into the cup and shaking the cup firmly.
d. spooning it loosely into a measuring cup.

TEST ITEM 018-01-11
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

An ingredient containing a high acid content is usually used with which leavener?

a. Baking soda
b. Baking powder
c. Yeast
d. Beaten egg white

TEST ITEM 018-01-12
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

In baked products, liquids perform all but one of the following functions. Which one does it not perform?

a. Blends ingredients together
b. Dissolves dry ingredients
c. Develops gluten
d. Tenderizes the product
COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 01: Select, prepare and serve quick bread and cereal products.

TEST ITEM 018-01-13
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

What type of gas is given off when liquids are combined with a leavener such as baking soda or baking powder?

a. Pure oxygen
b. Air (oxygen, nitrogen, and other gases)
c. Steam
d. Carbon dioxide

TEST ITEM 018-01-14
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Self-rising flour can be substituted in a recipe that calls for:

a. flour, baking powder and salt.
b. flour and baking soda.
c. flour, yeast and salt.
d. flour, baking soda and salt.

TEST ITEM 018-01-15
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Fat performs all but one of the following functions in baking. Which one does it not perform?

a. Helps keep baked products fresh
b. Adds sweetness to the product
c. Makes the bread tender
d. Helps the product to brown

TEST ITEM 018-01-16
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Brown sugar is measured by:

a. Sifting to remove any lumps.
b. Packing it into a cup until the sugar holds the cup's shape when inverted.
c. Spooning it into a cup and shaking the cup firmly.
d. Spooning it loosely into a measuring cup and leveling off.

TEST ITEM 018-01-17
INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps the baked product to rise by providing air or gas which is trapped in the mixture</td>
<td>A. Shortening</td>
</tr>
<tr>
<td>A combination of baking soda and a dry acid</td>
<td>B. Eggs</td>
</tr>
<tr>
<td>Gives the structure to a baked product</td>
<td>C. Cooking oil</td>
</tr>
<tr>
<td>Fat from cream</td>
<td>D. Leavening agent</td>
</tr>
<tr>
<td>A microscopic plant that reproduces rapidly and makes dough rise</td>
<td>E. Yeast</td>
</tr>
<tr>
<td>Hydrogenated fat made from vegetable oil</td>
<td>F. Baking soda</td>
</tr>
<tr>
<td>A harmless gas that helps baked products rise</td>
<td>G. Carbon dioxide</td>
</tr>
<tr>
<td>A leavening agent that must be used with an acidic food such as buttermilk</td>
<td>H. Butter</td>
</tr>
<tr>
<td></td>
<td>I. Flo-r</td>
</tr>
<tr>
<td></td>
<td>J. Baking powder</td>
</tr>
<tr>
<td></td>
<td>K. Fats and oils</td>
</tr>
</tbody>
</table>
TEST ITEM 018-01-18

INSTRUCTIONS TO STUDENTS: Study the ingredients for apple pancakes that are listed below. Answer the questions that follow.

Ingredients for Apple Pancakes
1 cup all purpose flour
2 teaspoons baking powder
1/2 teaspoon salt
1 tablespoon sugar
2 tablespoons shortening
1 cup milk
1 egg
1/2 cup sliced apples

1. This mixture will be poured into a skillet. Is it a batter or a dough?

2. Which of the ingredients are basic ingredients for baked products?

3. What ingredients in this mixture are leavening agents?

4. Which ingredient provides framework for the pancakes?

5. Which ingredient helps to tenderize and helps to form the framework for the recipe?

6. Which ingredient brings out flavor of the other ingredients?

7. Two other leaveners that may be used in baked products are ____________ and ____________.

8. Two methods of making quick breads are the ____________ method and the ____________ method.
TEST ITEM 018-05-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are true regarding the selection, purchase and preparation of eggs.

1. Eggs, unlike meats, are low-protein foods.
2. Egg size is related to quality or grade.
3. Fresh egg whites should not be frozen for future use.
4. Eggs absorb odors and must be kept covered.
5. Adding liquid to eggs that are to be scrambled makes them lighter and fluffier.
6. Eggs with white shells are more nutritious than brown eggs.
7. The grey-green discoloration on some hard-cooked eggs is due to overcooking.
8. Eggs separate more easily when they are cold.
9. When an egg white is beaten or whipped, it becomes thick and turns colorless and transparent.
10. Egg yolks must be pierced before being cooked in the microwave.
11. Cooling hard-cooked eggs in cold water will keep the egg yolk from discoloring.

TEST ITEM 018-05-02

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A mixture of beaten egg whites, yolks, and cream sauce</td>
<td>A. Hard-cooked eggs</td>
</tr>
<tr>
<td>2. This prevents egg whites from being beaten to a fluffy consistency</td>
<td>B. Egg substitutes</td>
</tr>
<tr>
<td>3. Egg whites beaten with sugar and flavoring and baked</td>
<td>C. Shirred eggs</td>
</tr>
<tr>
<td>4. Baked eggs</td>
<td>D. Egg yolk</td>
</tr>
<tr>
<td>5. Eggs cooked without shells in water</td>
<td>E. Beaten egg whites</td>
</tr>
<tr>
<td>6. Ingredient used to promote rising in baked products</td>
<td>F. French omelet</td>
</tr>
<tr>
<td>7. Most do not contain egg yolks</td>
<td>G. Soufflé</td>
</tr>
<tr>
<td></td>
<td>H. Meringue</td>
</tr>
<tr>
<td></td>
<td>I. Poached eggs</td>
</tr>
<tr>
<td></td>
<td>J. Emulsifying agent</td>
</tr>
</tbody>
</table>

TEST ITEM 018-05-03

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

A process which allows examiners to see any imperfections there might be in the shell and in the interior of the egg and to check the size of the egg cell is called:

a. sorting.  
b. deveining.  
c. candling.  
d. coagulating.
TEST ITEM 018-05-04
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

The ___________ is the strand of thick albumen anchoring the yolk in the center of the egg. Each egg has two of these.

a. Shell membrane  
b. Vein  
c. Air cell  
d. Chalaza

TEST ITEM 018-05-05
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Eggs contain all of the necessary vitamins except:

a. Vitamin E.  
b. Vitamin B12.  
c. Vitamin C.  
d. Vitamin D.

TEST ITEM 018-05-06
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

If an egg has a thick cloudy "white" albumen, it is probably:

a. very fresh.  
b. about 2 weeks old.  
c. not safe to eat.  
d. grade B.

TEST ITEM 018-05-07
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

An inspector can tell how fresh an egg is by the size of the ___________ when candling.

a. shell membrane  
b. yolk  
c. air cell  
d. chalaza  
e. albumen
TEST ITEM 018-06-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space by those statements that are true regarding the preparation of cakes and cookies.

1. There are only three basic types of cakes.


3. When done, a cake should be starting to pull away from the sides of the pan.

4. Shortened cakes are not prepared by the quick-mix method.

5. To make angel food cakes, the dry ingredients are folded into stiffly beaten egg whites.

6. Changing the size of a cake pan will not change the baking time.

7. Foam cakes contain no fat.

8. Tapping the top of a cake to test for doneness is not recommended.

9. Angel food and other foam cakes bake satisfactorily in a microwave oven.

10. Foam cake batter rises by clinging to the sides of a pan as the batter expands.

11. When done, microwaved cookies will look dry.

TEST ITEM 018-06-02
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question, regarding the preparation of cakes, in the space provided.

1. Unless a recipe says otherwise, the ingredients for a cake:
   a. should be chilled.
   b. should be at room temperature.

2. In the conventional method for cakes when adding dry and liquid ingredients to the creamed mixture, begin and end with:
   a. the dry ingredients.
   b. the liquid ingredients.

3. Cakes baked ___ are usually lighter and fluffier.
   a. in a microwave oven.
   b. in a conventional oven.

4. Frequently opening the oven as a cake bakes:
   a. can cause the cake to overbake.
   b. can affect the way the cake rises.

5. While working on a cake, the frosting:
   a. should be kept covered.
   b. should be heated.

6. In a microwave oven, cakes cook more evenly in:
   a. square pans.
   b. round pans.

7. After baking, foam cakes are:
   a. removed immediately from the pan.
   b. turned upside down in the pan to cool.
TEST ITEM 018-06-03

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question, regarding the preparation of cookies, in the space provided.

1. Cookies can be divided into ___ basic kinds.
   a. seven
   b. six

2. Cookies ___ continue to bake on a hot sheet even after removed from the oven.
   a. will
   b. will not

3. Soft cookies and crisp cookies:
   a. should be stored separately.
   b. can be stored together.

4. Microwaved cookies:
   a. are allowed to cool before removing them from the microwave.
   b. are removed from the pan immediately and allowed to cool on a wire rack.

TEST ITEM 018-06-04

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions                                      Terms
___1. Cookies placed onto a cookie sheet with a teaspoon
___2. Sometimes called icing
___3. Cookies usually baked in a square or rectangular pan
___4. Cookies made from a stiff dough spread out and cut with cookie cutters
___5. Cookies shaped by hand into balls or other shapes
___6. Cookies made from chillea rolls of dough cut into slices and baked
___7. Cakes which contain a fat, flour, salt, sugar, eggs, and a liquid are leavened with baking powder or baking soda
___8. Sometimes called the one-bowl method of mixing cakes
___9. Cakes which contain egg yolks, oil, and baking powder, as well as beaten egg whites
___10. Another name for shortened cakes

A. One-bowl method
B. Chiffon cakes
C. Shortened cakes
D. Bar cookies
E. Quick-mix method
F. Butter cakes
G. Refrigerator cookies
H. Drop cookies
I. Foam cakes
J. Molded cookies
K. Rolled cookies
L. Frosting
M. Conventional method
COMPETENCY 018: Select, prepare and serve a variety of foods.

Sub-Competency 06: Plan, prepare and serve cookies, cakes and frostings.

TEST ITEM 018-06-05

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

Making successful baked products means following directions carefully. For this activity, imagine that you are going to bake a cake. If the cake is to come out of the pan easily, certain steps must be followed. Place a 1 in the blank to the left of the first step in preparing a cake pan. Place a 2 in the blank to the left of the second step. Continue until all steps are numbered.

   a. Hold the pan in both hands, turning it to spread the flour over the bottom and sides.
   b. Spread the shortening in a thin, even layer over the bottom and sides of the pan.
   c. Turn the pan upside down.
   d. Sprinkle about 15 mL (1 tablespoon) of flour over the pan.
   e. Hold the pan over a large piece of waxed paper.
   f. Scoop a small amount of unsalted shortening on a paper towel or waxed paper.
   g. Tap gently to remove excess flour.
   h. Check to see that corners and the area where the bottom and sides meet are well greased.
   i. Tap the pan gently to spread the flour.

TEST ITEM 018-06-06

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

If the cake you are making is very rich, you will need to line the pan with brown paper to keep it from sticking. Place a 1 in the blank to the left of the first step in preparing the cake pan this way. Continue numbering as before until all steps are numbered.

   a. Cut the paper on the pencil line.
   b. Place the pan on a piece of brown wrapping paper.
   c. Place the brown paper on the bottom of the pan.
   d. Trace around the pan with a pencil.
   e. Grease the pan.

TEST ITEM 018-06-07

INSTRUCTIONS TO STUDENTS: Complete the following item according to directions given.

When a cake is finished baking, there are steps to be followed to remove it successfully from the pan. Place a 1 in the blank to the left of the first step in removing the cake from the pan. Number, in order, all steps.

   a. Hold the cake and rack with pot holders.
   b. Lift off the pan.
   c. Turn racks so cake is right side up.
   d. Place a wire rack over the top of the cake.
   e. Turn the cake and rack upside down.
   f. Run a spatula around the sides of the pan between the cake and the pan.
   g. Place another wire rack on the cake.
   h. Allow cake to cool on wire rack.
   i. Place the wire rack on a table or counter.
   j. Grasp both racks with both hands.
   k. Remove the top wire rack.
**COMPETENCY 018:** Select, prepare and serve a variety of foods.

**COMPETENCY 026:** Plan, prepare and serve cookies, cakes and frostings.

**TEST ITEM 018-06-06**

**INSTRUCTIONS TO STUDENTS:** In the blank to the left, write the letter of the word or phrase that represents the best possible answer.

What is the most accurate way of testing to see if a cake is

a. Rubbing your finger on the top to see if crumbs come off it.
b. Measuring the surface temperature of the cake.
c. Cutting a small piece off the edge with a paring knife and tasting it.
d. Inserting a toothpick and seeing if it comes out clean.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
</table>
TEST ITEM 019-00-01

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question regarding appropriate table behavior in the space provided.

1. In taking your place at the table, sit down from:
   a. the right side of the chair.
   b. the left side of the chair.
   c. either the right or left side of the chair.

2. Sit comfortably at the table, with your feet:
   a. on the chair.
   b. around the chair.
   c. on the floor.

3. Begin to eat:
   a. as soon as you are seated.
   b. when everyone has been served.
   c. when you are served.

4. Food should be taken from:
   a. the side of the spoon.
   b. the tip of the spoon.
   c. either the side or the tip of the spoon.

5. While you are eating, keep:
   a. the elbows on the table.
   b. one elbow on the table.
   c. the elbows off the table.

6. It is proper to:
   a. talk with food in your mouth.
   b. chew with your lips open.
   c. chew with your lips closed.

7. Keep knife and fork—when not in use:
   a. on plate.
   b. on table.
   c. either on plate or table.

8. Spoons are used for:
   a. sipping beverages.
   b. tasting beverages.
   c. eating mashed potatoes.
COMPETENCY 019: Demonstrate basic principles and use of table appointments and manners suitable for prepared foods.

TEST ITEM 019-00-02

INSTRUCTIONS TO STUDENTS: Write the letter of the definition in Column B that best defines the term in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tableware</td>
<td>A. May be a cloth or place mat</td>
</tr>
<tr>
<td>2. Flatware</td>
<td>B. Consists of eating and serving pieces</td>
</tr>
<tr>
<td>3. Place setting</td>
<td>C. Pieces used by individuals such as knife and fork and serving pieces</td>
</tr>
<tr>
<td>4. Table covering</td>
<td>D. Includes cream pitcher, sugar bowls, serving bowls and coffee pots</td>
</tr>
<tr>
<td>5. Holloware</td>
<td>E. Consists of pieces used by one person</td>
</tr>
<tr>
<td>6. Dinnerware</td>
<td>F. Frequently referred to as dishes</td>
</tr>
<tr>
<td>7. Cover</td>
<td>G. Includes all tableware, glassware and dinnerware for one person</td>
</tr>
<tr>
<td>8. Cover</td>
<td>H. Consists of at least twenty inches for each person's space</td>
</tr>
</tbody>
</table>

TEST ITEM 019-00-03

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to each question regarding table manners in the space provided.

1. Good table manners:
   a. are not important.
   b. require that you minimize every rule of etiquette.
   c. are based on consideration of the feelings of others.

2. Bread is buttered, a small piece at a time, with either a knife or a:
   a. paring knife.
   b. butter spreader.
   c. spatula.

TEST ITEM 019-00-04

INSTRUCTIONS TO STUDENTS: Write the letter of the word(s) in Column B that best completes the statements in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because knives, forks, spoons and serving pieces are not necessarily made of silver, they are preferably called.</td>
<td>A. Butter spreader</td>
</tr>
<tr>
<td>2. The most expensive and durable kind of dinnerware is.</td>
<td>B. China</td>
</tr>
<tr>
<td>3. When you are through eating soup which has been served in a cup, you leave the spoon on/in the.</td>
<td>C. Finger</td>
</tr>
<tr>
<td>4. Bread is buttered, a small piece at a time, with either e.</td>
<td>D. Flatware</td>
</tr>
<tr>
<td>a. knife or a.</td>
<td>E. Porcelain</td>
</tr>
<tr>
<td>5. Corn chips, pretzels, carrot sticks, radishes, olives and corn-on-the-cob are usually eaten as.</td>
<td>F. Salad fork</td>
</tr>
<tr>
<td>a. foods.</td>
<td>G. Smorgesbord</td>
</tr>
<tr>
<td>5. Corn chips, pretzels, carrot sticks, radishes, olives and corn-on-the-cob are usually eaten as.</td>
<td>H. Saucer</td>
</tr>
</tbody>
</table>
TEST ITEM 019-00-05

INSTRUCTIONS TO STUDENTS: Write the letter of the words in Column B that best complete the statements in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The type of table service where food is placed on a serving table and the guests help themselves, is called ___ service.</td>
<td>A. Hostess</td>
</tr>
<tr>
<td>2. A reception is more formal than a tea and includes a ___, where guests may meet the host, hostess and special guests.</td>
<td>B. Right</td>
</tr>
<tr>
<td>3. When dining at someone else's home, do not begin to eat until the ___ has begun.</td>
<td>C. Left</td>
</tr>
<tr>
<td>4. Beverages are usually served to the ___ of a person.</td>
<td>D. Receiving line</td>
</tr>
<tr>
<td>5. The host and the hostess usually sit ___ of the other.</td>
<td>E. Host</td>
</tr>
<tr>
<td></td>
<td>F. Buffet or smorgasbord</td>
</tr>
<tr>
<td></td>
<td>G. Opposite</td>
</tr>
</tbody>
</table>

TEST ITEM 019-00-06

INSTRUCTIONS TO STUDENTS: To the left of the number write the letter for the group of words that best describes the numbered word or group of words.

Setting The Table

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Placed above the tip of the knife</td>
<td>B. Are placed parallel to each other</td>
<td>C. Placed to the right of the knife</td>
<td>D. Placed to the left of the plate</td>
<td>E. Placed on the bread and butter plate</td>
<td>F. Placed directly above the fork</td>
<td>G. Placed on the table, never in the food</td>
<td>H. Placed to the right of the plate</td>
<td>I. Placed to the right and below the water glass</td>
<td>J. Placed to the left of the fork</td>
</tr>
</tbody>
</table>

TEST ITEM 019-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the statements that are true regarding table setting and behavior.

| __1. Earthenware, ironstone, and stoneware are all names for dinnerware. |
| __2. Tumblers and stemware are different types of glassware. |
| __3. Foods that have to be cut before they are eaten should be avoided for a buffet. |
| __4. In passing food, it is best to avoid confusion by passing it in the same direction, generally to the left. |
| __5. You should avoid putting your elbows on the table even between courses. |
| __6. Don’t cut up a large piece of food all at once. Cut off each bite or two just before you eat it. |
| __7. Chicken may be eaten with the fingers in an informal restaurant. |
| __8. You need not wait until everyone at your table is served before you start eating. |
TEST ITEM 019-02-01
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which product has the highest fat content?

a. Whipping cream
b. Whole milk
c. Canned milk
d. Buttermilk

TEST ITEM 019-02-02
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

What is the hardest natural cheese?

a. Cheddar
b. Swiss
c. Parmesan
d. American

TEST ITEM 019-02-03
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

The cheese that is used most frequently in meal preparation, or as part of a meal, is:

a. Roquefort.
b. Cheddar.
c. Cottage.
d. Gouda.

TEST ITEM 019-02-04
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

When milk comes in contact with an acid, the protein in the milk:

a. coagulates or curdles.
b. turns greenish in color.
c. sours.
d. does not change in any way.

TEST ITEM 019-02-05
INSTRUCTIONS TO STUDENTS: Match the food items in Column B with the descriptions in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A smooth, creamy, frozen dessert made from a combination of milk and milk fat</td>
<td>A. Yogurt</td>
</tr>
<tr>
<td>2. Made by adding special organisms to light cream to produce a product with a thick, creamy body and distinctive flavor</td>
<td>B. Cottage cheese</td>
</tr>
<tr>
<td>3. A concentrated form of milk which is available in many flavors and textures</td>
<td>C. Skim milk</td>
</tr>
<tr>
<td>4. Milk that contains less fat than whole milk</td>
<td>D. Sour cream</td>
</tr>
<tr>
<td>5. A soft unripened cheese which is available in large or small curds</td>
<td>E. Ice cream</td>
</tr>
<tr>
<td></td>
<td>F. Cheese</td>
</tr>
<tr>
<td></td>
<td>G. Evaporated milk</td>
</tr>
</tbody>
</table>
INSTRUCTIONS TO STUDENTS: Undesirable reactions which can occur when cooking with milk are given below. Identify the problem by reading the clues. Then describe a method which could be used to prevent the undesirable reaction.

Problem 1. Clumps have formed in a scalloped potato and ham casserole.
This problem can be prevented by:

Problem 2. A solid layer has formed over hot chocolate.
This problem can be prevented by:

Problem 3. A coating has formed on the bottom of the pan and brown specks appear in the pudding.
This problem can be prevented by:

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions

1. A concentrated form of milk
2. The formation of many small lumps in milk
3. Must contain at least 3.25 percent milkfat
4. Perishable cheese that should be served chilled
5. Frozen whipped cream or whipped topping, sweetened and flavored
6. Milk that has not been pasteurized
7. A thick, smooth cream with a milk, acid flavor
8. Used by people who are allergic to cow's milk

Terms

A. Goat's milk
B. Cottage cheese
C. Curdling
D. Sour cream
E. Cheese
F. Whole milk
G. Milkfat
H. Mousse
I. Raw milk
J. Scum
**COMPETENCY 020:** Plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

**TEST ITEM 020-00-01**

**INSTRUCTIONS TO STUDENTS:** Plan, prepare and serve a meal in class utilizing the practices learned in previous lessons on meal planning, preparation and service. Evaluate the project using the form that follows.

**Student Evaluation of Meal Planning and Preparation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date of Lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Leader</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I. Planning the Meal**

A. The menu was well-planned:
   1. It was well-balanced nutritionally. (5)
   2. It included contrasting colors. (5)
   3. There were contrasting flavors. (5)
   4. There were different textures. (5)
   5. Foods were of different temperatures. (5)

B. Recipes for each food were copied correctly on the proper form. (25)

C. A work schedule was completed: (25)
   1. Each person helped to make the plan.
   2. Work was divided evenly.

D. The market order was completed correctly and prepared in duplicate. (10)

E. A list of equipment needed to prepare and serve the meal was completed correctly. (10)

F. A complete plan for table setting and service was included in the plans. (5)

**II. Meal Preparation**

A. All participants were dressed appropriately for lab. (10)

B. All supplies were assembled before preparation was begun. (10)

C. All utensils and equipment were assembled before preparation started. (10)

D. Trays were used to transport food. (5)

E. The appropriate utensils were used for preparing each food (measuring, mixing, cutting, etc.). (10)

F. Foods from containers already opened were used before opening new ones. (5)

G. Equipment and utensils were cleaned immediately following use. (5)

H. Participants refrained from taking cookbooks into the lab. (5)

I. The group worked quietly and orderly while preparing the meal. (10)
### COMPETENCY 020: Plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

**TEST ITEM 020-00-01 (continued)**

| J. | Sanitary and safety measures were taken at all times. (10) |  |
| L. | All group members cooperated in preparing the meal. (10) |  |
| L. | The quality of the food was good. (10) |  |

#### III. Meal Service

| A. | The table was set correctly. (10) |  |
| B. | The table linens were clean and appropriate. (10) |  |
| C. | The centerpiece was appropriate in height and color. (10) |  |
| D. | The method used to serve the meal was appropriate. (5) |  |
| E. | Table Manners |
| 1. | All people were seated from the left and at the same time. (5) |  |
| 2. | Aprons were removed before going to the table. (10) |  |
| 3. | The appropriate silverware was used when eating. (10) |  |
| 4. | All food was passed correctly. (10) |  |
| 5. | Courtesy was practiced during the meal. (10) |  |
| 6. | Napkins were placed on the lap before beginning the meal. (10) |  |
| 7. | All food served was sampled by all participants. (10) |  |

#### IV. Clean-up

| A. | The table was cleaned correctly after the meal and dishes stacked to the right of the sink. (5) |  |
| B. | Dishes were washed in the correct order. (5) |  |
| C. | Dishes were rinsed before drying. (5) |  |
| D. | Dishes were dried and returned to proper places in drawers and cabinets. (10) |  |
| E. | Leftover food was stored properly in the refrigerator. (5) |  |
| F. | Placemats were cleaned and returned to proper places. (5) |  |
| G. | Trash and garbage were disposed of properly. (5) |  |
| H. | The range and oven were left clean. (5) |  |
| I. | Table and counter tops were washed and dried. (10) |  |
| J. | The sinks were scrubbed, rinsed and dried. (10) |  |
| K. | The floor in the kitchen area was cleaned. (5) |  |
| L. | The tables and chairs were returned to their original locations. (5) |  |
| M. | All soiled cloths and towels were put in the washer. (5) |  |
| N. | All group members cooperated in the clean-up. (5) |  |
| O. | Equipment was returned to the proper places. (5) |  |
| P. | Food supplies were returned to the proper places. (5) |  |
| Q. | All activities were completed before the class period ended. (5) |  |

**Comments:**

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**Total Points**
TEST ITEM 020-00-02

INSTRUCTIONS TO STUDENTS: The statements in questions 1-30 refer to the menu shown below. This menu was planned by four students as a dinner to be prepared and served in class. For each statement that is correct, place a C in the blank in front of it; place an I in the blank before each incorrect statement.

Stuff Pork Chops
Lettuce and Tomato Salad
Green Beans
Yellow Corn
Muffins - Butter
Jello with Fruit Cocktail
Milk

1. This meal is colorful and attractive.
2. The menu lacks carbohydrates.
3. Both pork chops and yellow corn are high carbohydrate foods.
4. Lettuce and tomato salad furnishes vitamins and minerals.
5. Both the stuffed pork chops and milk furnish protein.

When the students make their work plan, they should remember that:

6. The jello should be prepared first.
7. The ingredients for the salad may be cleaned the day before lab and kept in the refrigerator until a few minutes before serving time.
8. The stuffed pork chops will be baked at a low temperature.
9. The muffin batter will be well beaten.
10. Because they are canned, the green beans and corn just need to be heated and seasoned.
11. The salad dressing should be placed on salad just before serving.

Which of the practices described below show that the students have high standards of cleanliness and/or do their work efficiently?

12. They look over their work schedules before beginning to work.
13. They put on aprons before beginning to work.
14. They wash their hands before they begin to cook.
15. They make several trips to the supply cupboard and the refrigerator for the foods to be prepared.
16. They assemble equipment before beginning to prepare food.
17. They use a chopping board and chef's knife to prepare the celery and apples for the stuffing.
18. They preheat the oven at 400°F for the pork chops.
19. They cook the muffins before baking the pork chops.
20. Warm the muffins in the microwave just before serving.

When setting the table and serving the meal, they should:

21. Place a dinner fork, knife, ice teaspoon, salad fork and dessert fork at each setting.
22. Place the glass to the right of the plate just above the tip of the knife.
23. Serve the salad on a salad plate.
24. Place the forks to the left of the plate with the salad fork left of the dinner fork.
25. Place the napkin to the right of the teaspoon.
26. Pass all foods from the left to the right when serving the meals.

When cleaning after the meal, they should:

27. Take the plates directly from the table to the dishwasher.
28. Put left over corn and beans in a small covered dish and place in the refrigerator.
29. Pre-clean the dish in which the pork chops were baked before putting it in the dishwasher.
30. Place left over muffins in a plastic bag and put in the freezer.
COMPETENCY 020: Select, prepare and serve a variety of foods.

Sub-Competency 03: Select, prepare and serve fruits and vegetables.

TEST ITEM 020-03-01
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Most vegetables should be cooked:

a. quickly with a lot of water.
b. slowly with little water.
c. slowly with a lot of water.
d. quickly with little water.

TEST ITEM 020-03-02
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following vegetables should be stored at room temperature?

a. Summer squash
b. Cauliflower
c. White potatoes
d. Lima beans

TEST ITEM 020-03-03
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following fruits should not be purchased?

a. Underripe banana
b. Immature pear
c. Underripe peach
d. Underripe cantaloupe

TEST ITEM 020-03-04
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following vegetables contains pigments called flavones?

a. Broccoli
b. Cauliflower
c. Beets
d. Carrots

TEST ITEM 020-03-05
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which one of the following is classified as a flower vegetable?

a. Squash
b. Tomatoes
c. Broccoli
d. Onion

TEST ITEM 020-03-06
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following can be stored at room temperature?

a. Lettuce
b. Spinach
c. Celery
d. Onion
TEST ITEM 020-03-07
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.
Fruits which have been coated with a batter and deep-fat fried are called:
   a. beignets.
   b. fritters.
   c. croquettes.
   d. crullers.

TEST ITEM 020-03-08
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.
Besides providing vitamins and minerals, fruits in the diet:
   a. supply fiber that add roughage and bulk.
   b. stimulate the appetite.
   c. provide natural sugar.
   d. prevent osteoporosis.

TEST ITEM 020-03-09
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.
The cut surface of fruits such as bananas and apples can be kept from turning dark by covering them with:
   a. citrus juice or vinegar.
   b. water.
   c. a sugar water solution.
   d. plastic wrap.

TEST ITEM 020-03-10
INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided.

Descriptions
1. Juice mixed with other liquids, such as water
2. Fresh fruit that must be cooked to make it edible
3. Fruit coated with batter and deep fried
4. Keeps cut fruit from turning brown
5. As a rule, not as nutritious as fresh fruit
6. Breaks down the fiber of fruit and makes it easier to digest
7. Fruits that are ready to eat
8. Need to be refrigerated in an airtight container

Terms
A. Ascorbic acid
B. Canned fruit
C. Cooking
D. Cut fruit
E. Fritters
F. Fruit drink
G. Fruit juice
H. Mature fruit
I. Rhubarb
J. Ripe fruit
COMPETENCY 020: Select, prepare and serve a variety of foods.

Sub-Competency 03: Select, prepare and serve fruits and vegetables.

TEST ITEM 020-03-11

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank to indicate which are true statements regarding the selection, preparation and storage of fruits and vegetables.

1. Since fresh fruits and vegetables are usually washed before shipping to the supermarkets, it is not necessary to wash them before using.
2. Fresh fruits and vegetables are cheapest when they are in season.
3. It is important to consider the color when buying vegetables, because color is an indicator of nutritive value.
4. Cooking breaks down the fiber of fruit and makes it easier to digest.
5. Dried fruits can be stored in the refrigerator to preserve nutrients and flavor.
6. A chemical which gives color to yellow and orange vegetables and is a source of vitamin A is chlorophyll.
7. Cooking vegetables or soaking them in large amounts of water will cause loss of vitamins and minerals.

TEST ITEM 020-03-12

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions

1. A vegetable that is a stem
2. A bitter, poisonous chemical found in potatoes
3. Pigments which are soluble in water and cause white vegetables to darken
4. Seeds which grow in a pod
5. A tuber
6. A green coloring matter found in some vegetables
7. A nutritious way to cook vegetables over boiling water
8. A vegetable that is a flower

Terms

A. Stir-frying
B. Chlorophyll
C. Solanine
D. Glazed vegetables
E. Legumes
F. Flavones
G. Potatoes
H. Green potato
I. Asparagus
J. Broccoli
K. Steaming
L. Overcooking

TEST ITEM 020-03-13

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions

1. Fruit that can never ripen after picking
2. Fruit that has not yet reached top eating quality
3. Fruits that have reached their full size
4. Several pieces held together with a band and sold as a unit
5. Includes raisins, prunes, dates, and apricots
6. Chlorophyll that has returned to the skins of ripe oranges
7. Fruits that cannot be picked until they are fully mature, ripe, and full-flavored

Terms

A. Citrus fruit
B. Dried fruits
C. Fritters
D. Immature fruit
E. Mature fruit
F. Regreening
G. Rhubarb
H. Underripe fruit
I. Unitized
COMPETENCY 021: Analyze scientific and technological developments in the food industry.

TEST ITEM 021-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.
Companies which process food are interested in new machinery and new techniques for which of the following reasons?
___ a. Increases safety in food product
___ b. Increases production within cost limit
___ c. Decreases cost of production
___ d. Increases labor costs

TEST ITEM 021-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.
Convenience foods available in the marketplace are the result of numerous technological advances. Which of the following is an advantage to the consumer in using convenience foods?
___ a. Changes some desired characteristics of food prepared
___ b. Increases storage needs
___ c. Increases unit cost of item
___ d. Reduces overall preparation time needed

TEST ITEM 021-00-03
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.
Which of the following foods were not mailable 25 years ago?
___ a. Frozen pizza
___ b. Canned bacon bits
___ c. Instant coffee
___ d. Evaporated milk
___ e. Soy burger
___ f. Banana flakes
___ g. Pre-sweetened Kool Aid
___ h. Instant potatoes
___ i. Chicken hotdogs
___ j. Freeze-dried coffee

TEST ITEM 021-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.
Which technological advances have contributed to making the products listed in the preceding problem available to the consumer?
___ a. Improved transportation
___ b. Product development
___ c. Labor unions
___ d. Improved processing techniques
___ e. TV advertising
___ f. Microwave ovens

TEST ITEM 021-00-05
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.
Fortified foods have:
___ a. been blanched to destroy harmful bacteria.
___ b. been frozen to avoid spoilage.
___ c. been produced with organic substances.
___ d. had vitamins added to resist molds.
___ e. had nutrients added to increase food value.
TEST ITEM 021-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the word or phrase that best answers the question.

One of the latest developments in the grocery industry is the electronic checkout system. So far, this system is being used by only a few stores. Which of the following changes that use of this system will bring, is of special concern to some consumer groups?

a. Instead of a cashier ringing up each item on the cash register, an electronic scanner will read the Universal Product Code symbol. The store's computer will then flash the current price to the cash register.

b. The name and price of each coded product will be printed on the cash register tape receipt.

c. Each item sold will be automatically and immediately subtracted from the store's inventory records.

d. Consumers may find that prices are marked only on the shelves and not on each product.

e. Customers will have to spend less time in the checkout line.

TEST ITEM 021-00-07

INSTRUCTIONS TO STUDENTS: Match the processing technique in Column B most frequently associated with the foods listed in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Milk</td>
<td>A. Pasteurization</td>
</tr>
<tr>
<td>2. Flour</td>
<td>B. Dehydration</td>
</tr>
<tr>
<td>3. Instant potatoes</td>
<td>C. Enrichment</td>
</tr>
<tr>
<td>4. Instant coffee</td>
<td></td>
</tr>
<tr>
<td>5. Smoked sausage</td>
<td></td>
</tr>
<tr>
<td>6. Bread</td>
<td></td>
</tr>
<tr>
<td>7. Pimento cheese spread</td>
<td></td>
</tr>
<tr>
<td>8. Macaroni and cheese mix</td>
<td></td>
</tr>
</tbody>
</table>

TEST ITEM 021-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

The major problem with food additives is:

a. that fewer food additives are presently available for scientific investigation.

b. that a high level of incidental additives is found in foods today.

c. having to weigh the benefits of additives against potential cancer-forming risks.

d. the inability of the Food and Drug Administration to enforce the Delaney Clause.

TEST ITEM 021-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

A food known to contain a "natural toxic" substance is:

a. potatoes.

b. lettuce.

c. cereal.

d. rice.
COMPETENCY 021: Analyze scientific and technological developments in the food industry.

TEST ITEM 021-00-10
INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

Foods that are canned, packaged, or frozen are best known as:

a. enriched foods.
b. processed foods.
c. irradiated foods.
d. fortified foods.

TEST ITEM 021-00-11
INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions or examples given on the left by placing the correct letter in the blank.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food is completely cooked during this processing method.</td>
<td>A. Additives</td>
</tr>
<tr>
<td>2. Foods may be raw, partially cooked, or completely cooked when processed by this method.</td>
<td>B. Canning</td>
</tr>
<tr>
<td>3. These are foods for which all of the preliminary preparation has been done.</td>
<td>C. Chemical</td>
</tr>
<tr>
<td>4. These substances are intentionally added to foods during preparation, processing, or packaging and serve specific purposes.</td>
<td>D. Convenience foods</td>
</tr>
<tr>
<td>5. Follow these special rules when preparing and cooking foods.</td>
<td>E. Cookery principles</td>
</tr>
<tr>
<td>6. This type of additive includes such foods as salt, sugar, and spices.</td>
<td>F. Freezing</td>
</tr>
<tr>
<td>7. These are foods for which part or all of the cooking has been done.</td>
<td>G. Mix</td>
</tr>
<tr>
<td>8. When you buy these foods, they are completely prepared and ready to eat.</td>
<td>H. Natural</td>
</tr>
<tr>
<td>9. This type of additive includes substances such as synthetic vitamins and artificial coloring.</td>
<td>I. Ready-to-serve</td>
</tr>
<tr>
<td>10. Foods can usually be prepared quickly from this premeasured blend of ingredients.</td>
<td>J. Ready-to-use</td>
</tr>
</tbody>
</table>

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COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-01
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

When beef has a U. S. Inspection seal, we should know that it:

a. is the best quality available.
b. is choice or prime grade.
c. has been produced in government-owned meat plants.
d. has been produced in a plant in which sanitary conditions are checked by government inspectors.

TEST ITEM 021-04-02
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

The number of servings in a pound of meat differs with the:

a. U. S. Inspection seal or grade used.
b. price of the meat.
c. amount of fat, gristle, and bone in the meat.
d. color and texture of the meat.

TEST ITEM 021-04-03
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

What does the word PRIME mean when stamped on meat?

a. It means the meat was packed in a foreign country.
b. It means that the meat has little or no fat.
c. It indicates that the meat is of the very finest quality.
d. It indicates a particular cut and color.

TEST ITEM 021-04-04
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Why is the short loin so tender?

a. It is located in the middle of the animal's back and receives little exercise.
b. It is found only in very young animals that receive much exercise.
c. It is a part of the neck section in old animals that receive very little exercise.
d. It is located near the animal's rump and receives much exercise.

TEST ITEM 021-04-05
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following does not affect the cooking time of meat?

a. Desired degree of doneness
b. Size and shape of the cut
c. Browning the meat prior to roasting
d. Oven temperature

TEST ITEM 021-04-06
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following cuts of meat could be cooked by dry heat?

a. Boneless beef brisket
b. Beef chuck short ribs
c. Beef chuck pot roast
d. Beef rib eye steak
COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-07
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Meat is more tender and juicier when cooked at:

- a. low temperatures.
- b. medium temperatures.
- c. high temperatures.
- d. it depends on the cut of the meat.

TEST ITEM 021-04-08
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

The main difference between stewing and braising is:

- a. braised meats are browned first.
- b. braised meats are cooked in less water.
- c. stewed meats are cooked at a higher temperature.
- d. stewed meats frequently need tenderizers.

TEST ITEM 021-04-09
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

The method of frying that is often used in prepreparation is:

- a. sautéing.
- b. deep fat frying.
- c. pan broiling.
- d. panfrying.

TEST ITEM 021-04-10
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

One method of cooking food in liquid is called:

- a. braising.
- b. sautéing.
- c. roasting.
- d. broiling.

TEST ITEM 021-04-11
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Which of the following is a meat cut that needs cooking with moist heat?

- a. Sirloin cut
- b. Loin cut
- c. Shoulder cut
- d. Rib cut

TEST ITEM 021-04-12
INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

Tender cuts of meat should be cooked:

- a. by moist heat.
- b. by dry heat.
- c. by high temperature.
- d. quickly.

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COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-13

INSTRUCTIONS TO STUDENTS: Place the letter of the appropriate answer in the space to the left of the statement.

How is a less tender cut of meat, such as a chuck roast, cooked to insure more tenderness?

a. Roasting without moisture
b. Sauteing slowly in butter
c. Slow cooking with moisture
d. Broiling under direct flame

TEST ITEM 021-04-14

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions

1. A mature chicken, meaty but less tender
2. Poultry organs including the heart, liver, and gizzard
3. Poultry to which butter or oil has been added by the packer
4. An indication of the quality of poultry
5. A young, tender, meaty chicken about 4 to 8 pounds

Terms

A. Chicken breast
B. Capon
C. Grade
D. Self-basting turkey
E. Giblets
F. Very young chicken
G. Stewing chicken

TEST ITEM 021-04-15

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

Descriptions

1. Intestinal illness caused by a parasite in pork
2. A measure of the degree of doneness inside the fleshiest part of meat
3. A whitely fairly thin tissue between layers of muscle
4. A way of identifying cuts of meat
5. The most common grade of meat sold in supermarkets
6. Treated with ingredients such as salt, nitrates, and others that retard spoiling and give a special flavor and pink color
7. The top grade of beef, containing the most marbling, and sold mostly to restaurants
8. Textured vegetable protein made from soybeans added to hamburger

Terms

A. Collagen
B. Bone shape
C. Extender
D. Choice
E. Cured meat
F. Tenderizer
G. Internal temperature
H. Trichinosis
I. Variety meats
J. Prime
COMPETENCY 021: Select, prepare and serve a variety of foods.

Sub-Competency 04: Select, prepare and serve meat, poultry and seafood.

TEST ITEM 021-04-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are TRUE concerning the selection, preparation and service of seafood.

1. Grade standards have been established for all fish products.
2. Because each type of fish has a distinctive flavor, you cannot substitute one lean fish for another lean fish.
3. The shells of live clams and oysters should be tightly closed.
4. A shellfish is a sea animal with no spine or bones.
5. A dressed fish is cleaned and scaled.
6. The black or green vein running along the back of a shrimp is not edible.
7. Panfrying is an excellent cooking method for small whole fish.
8. When cooked, white-colored fish turn an opaque, milky white.
9. The less lean fish have about the same amount of fat as most meats.
10. Fish must be thawed before baking.
11. To keep fish from drying out while baking, it can be covered with buttered crumbs.
12. A microwave oven can be used to steam fish by covering the fish with waxed paper.
13. A fish fillet is a slice cut down through the backbone.
15. Fish are ideal for microwaving.
16. Shellfish is naturally tender and needs to be cooked for only a short time at moderate temperatures.

TEST ITEM 021-04-17

INSTRUCTIONS TO STUDENTS: Place an (x) in the space to the left of those statements that are TRUE regarding the selection, preparation and service of poultry.

1. Turkey and chicken are relatively low in fat.
2. A stewing chicken is less tender than a roaster.
3. A frying turkey can be roasted, but a roaster should not be fried.
4. Panfried poultry should be cooked quickly.
5. Less tender birds may be braised or cooked in liquid.
6. "Roasting" poultry in aluminum foil or in a special plastic cooking bag shortens the cooking time.
7. Liquid should not be added to stuffing that is prepared and refrigerated for use the next day.
8. The flavor of poultry is changed in birds whose bones have turned dark.
9. Processed turkey products are lower in cholesterol and fats than either pork or beef products.
10. Trussing means binding a bird's legs and wings before roasting.
11. Allow about 225 g (1/2 lb.) per person when serving chicken or turkey.
12. Cut-up chickens are usually more expensive than whole chickens.
TEST ITEM 022-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank spaces beside the statements that are TRUE regarding the World Food Crisis.

1. About 25 percent of the world's people go to bed hungry every night.
2. International food experts generally agree that a major cause of a food crisis is the population explosion.
3. Meat is the main source of food energy in every country in the world.
4. The average American usually eats at least 20 percent more food than needed.
5. The United States has approximately five percent of the world's population but eats 35 percent of the world's food.
6. Most of the population growth, by the year 2030, will be in developed countries.
7. Advances in medicine and medical programs have contributed to the population explosion.

TEST ITEM 022-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank spaces beside the statements that are TRUE regarding World Food Crisis.

1. As countries become affluent, they tend to select more expensive foods to eat.
2. Food shortages are increased by poor farming practices and lack of irrigation.
3. Developing countries, such as India, usually have efficient systems to distribute their food.
4. The lack of refrigeration in some countries causes the loss of millions of dollars of food.
5. Only a small part of land on earth - approximately 11 percent - is suitable for growing crops.
6. People's eating habits usually change rapidly.
7. A crop failure in a major food-producing country has little effect on the food problem elsewhere in the world.

TEST ITEM 022-00-03
INSTRUCTIONS TO STUDENTS: Match the term in Column B which best corresponds to each description in Column A. Write the letter and the term in the blank space provided in Column A. Use each term only once.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nations suffering from poverty with no industry and with limited food production</td>
<td>A. Arable land</td>
</tr>
<tr>
<td>2. A prolonged period of dry weather</td>
<td>B. Crisis</td>
</tr>
<tr>
<td>3. Substances from plants mixed or used with cereal grains and other foods to provide essential amino acids</td>
<td>C. Depletion</td>
</tr>
<tr>
<td>4. An overabundance of people in the world</td>
<td>D. Developed countries</td>
</tr>
<tr>
<td>5. Nations that have reached a level of industrialization and food production that provide an adequate standard of living for their people</td>
<td>E. Developing countries</td>
</tr>
<tr>
<td>6. Sparse tropical farmland turned into lush, productive areas through technological advancements</td>
<td>F. Drought</td>
</tr>
<tr>
<td>7. Area fit for cultivation and for growing crops</td>
<td>G. Famine</td>
</tr>
<tr>
<td>8. An extreme lack of food</td>
<td>H. &quot;Green revolution&quot;</td>
</tr>
<tr>
<td>9. A rise in prices or a decrease in the purchasing value of money</td>
<td>I. Inflation</td>
</tr>
<tr>
<td>10. A turning point, for better or worse, that can result in a crucially unstable state of affairs</td>
<td>J. Population explosion</td>
</tr>
<tr>
<td></td>
<td>K. Protein supplements</td>
</tr>
<tr>
<td></td>
<td>L. Whey</td>
</tr>
</tbody>
</table>
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-01

INSTRUCTIONS TO STUDENTS: Match the term in the right column that best corresponds to each description in the left column. Write the letter in the blank space provided. Use each term only once. Not all the terms are used.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A date appearing on packaged food to help you judge the freshness of the food</td>
<td>A. Private label</td>
</tr>
<tr>
<td>2. The package and food product are sterilized separately</td>
<td>B. Convenience foods</td>
</tr>
<tr>
<td>3. A store in which ready-to-eat food products are sold</td>
<td>C. Freshness date</td>
</tr>
<tr>
<td>4. Food packed in this package can be stored without refrigeration for years</td>
<td>D. Delicatessen</td>
</tr>
<tr>
<td>5. The last date a product should be used</td>
<td>E. Nutrition label</td>
</tr>
<tr>
<td>6. Gives helpful information about the nutrients in a food product</td>
<td>F. Interest</td>
</tr>
<tr>
<td>7. A product is not likely to be at peak quality after this date</td>
<td>G. Open dating</td>
</tr>
<tr>
<td>8. The total quantity of goods and services for sale at a given time and the willingness and ability of people to purchase them</td>
<td>H. Retort pouch</td>
</tr>
<tr>
<td>9. A store brand</td>
<td>I. Aseptic package</td>
</tr>
<tr>
<td>10. Foods that have been processed to make them easier to prepare</td>
<td>J. Supply and demand</td>
</tr>
<tr>
<td>直接</td>
<td>K. Unit pricing</td>
</tr>
<tr>
<td>直接</td>
<td>L. Expiration date</td>
</tr>
</tbody>
</table>

TEST ITEM 023-00-02

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

As income increases:

- a. more money is spent for meat, and fewer milk products are purchased.
- b. more money is spent for food, and fewer bread and cereal products are purchased.
- c. more money is spent for food, and fewer fruits and vegetables are purchased.
- d. less money is spent for food, and more meats are purchased.

TEST ITEM 023-00-03

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

A meal manager who has little time for food preparation tasks, would be likely to purchase which of the following foods?

- a. Frozen fish portions
- b. Fresh shrimp
- c. Rib lamb chops
- d. Whole chicken

TEST ITEM 023-00-04

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following foods is a convenience product?

- a. Chocolate cake mix
- b. Refrigerated chocolate chip cookies
- c. Self-rising flour
- d. Grits
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-05
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

It is a recommended grocery shopping practice to:

a. wait and eat when you return home in case you find something you would like to have at the store.
b. shop where trading stamps are featured because you always save money when stamps are given.
c. buy nationally advertised brands because they are cheaper than other brands.
d. check prices on different size containers of the same item because the largest size is not always the cheapest.

TEST ITEM 023-00-06
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Open dating is helpful to the consumer because:

a. it is the date the produce arrived at the store and you will now how fresh it is.
b. all producers of perishable food must open date their products and you can compare freshness of all items.
c. it tells the last date the item can be sold as fresh or when the food will be at its peak of quality.
d. you can add two weeks to the stamped date to find out how long the food will keep at home.

TEST ITEM 023-00-07
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

A food label is required to have:

a. information about the number of servings contained.
b. the brand name stated.
c. a description of the food, such as whole or half.
d. the style of packing, as in water or syrup.

TEST ITEM 023-00-08
INSTRUCTIONS TO STUDENTS: Select the letters in each of the following which would give you the most value for your money.

1. a. One pound can green beans at 3/$1.00
   b. One pound can green beans at $3.35
2. a. One pound frozen asparagus at $1.09
   b. Fourteen ounces canned asparagus at $1.09
3. a. Six ounces frozen concentrated orange juice at $.69
   b. Forty-six ounces canned orange juice at $1.09
4. a. Twenty-two ounces dishwashing liquid at $1.32
   b. Sixteen ounces dishwashing liquid at $1.02
5. a. Thirty-two ounce box of pancake mix at $.99— you add water
   b. Thirty-two ounce box of pancake mix at $1.89— you add milk, eggs, shortening

TEST ITEM 023-00-09
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.

Unit pricing labels used on the shelves in every grocery store permit the consumer to:

a. determine the price per ounce of an item.
b. compare the price value of similar products in different sizes of containers.
c. compare the nutritional contents of store brand and name brand items.
d. total the food bill mentally before reaching the checkout counter.
TEST ITEM 023-00-10

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

On the average, how much of their incomes do families in the United States spend for food?

- a. 10 percent
- b. 20 percent
- c. 40 percent
- d. 60 percent

TEST ITEM 023-00-11

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following expenses is considered a fixed expense?

- a. Mortgage payment
- b. Gas bill
- c. Food
- d. Clothing

TEST ITEM 023-00-12

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following consumer aids helps make comparison shopping easy?

- a. Nutritional information
- b. Coupons
- c. Open dating
- d. Unit pricing

TEST ITEM 023-00-13

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Large, self-service store which carries both food and nonfood items</td>
<td>A. Farmers' market</td>
</tr>
<tr>
<td>2. Last day a product should be sold</td>
<td>B. Delicatessen</td>
</tr>
<tr>
<td>3. Store which may charge higher prices to cover the cost of convenience</td>
<td>C. Freshness date</td>
</tr>
<tr>
<td>4. The last day a food is at its peak of quality</td>
<td>D. 24-hour convenience store</td>
</tr>
<tr>
<td>5. Store specializing in ready-to-eat foods</td>
<td>E. Expiration date</td>
</tr>
<tr>
<td>6. The last day a food should be eaten or used</td>
<td>F. Pull or sell date</td>
</tr>
<tr>
<td></td>
<td>G. Supermarket</td>
</tr>
<tr>
<td></td>
<td>H. Pack date</td>
</tr>
</tbody>
</table>

TEST ITEM 023-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.

Before buying foods, the homemaker must know:

- a. how many servings she will need.
- b. the temperature she desires.
- c. the quality she can use or want.
- d. the quantity to buy.
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-15
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank space beside the word or phrase that best answers the question.
To reduce impulse buying, the homemaker should:
   _a._ plan use of resources.
   _b._ shop daily at the local supermarket.
   _c._ shop just after eating.
   _d._ plan purchases according to family needs.

TEST ITEM 023-00-16
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.
Buying items on the spur of the moment is called _______ ________.
   _a._ impulse buying.
   _b._ comparative buying.
   _c._ high pressure salesmanship.
   _d._ budget management.

TEST ITEM 023-00-17
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.
Consumer's choices in the marketplace affect _______ ________, prices and the qualities of foods available for purchase.
   _a._ advertising costs
   _b._ shelf life
   _c._ social status of buyer
   _d._ merchandising practices

TEST ITEM 023-00-18
INSTRUCTIONS TO STUDENTS: Listed below are descriptions of situations in which a homemaker must make a decision about what to do. Select the letter of the one which describes the best course of action.
1. The food bill is too high! How could it be cut down?
   _a._ Buy in small quantities.
   _b._ Stop following a grocery list.
   _c._ Eat out more often.
   _d._ Substitute dry milk for whole fresh milk.
2. Add to resources for food by:
   _a._ Buy in food out of season.
   _b._ Growing foods at home.
   _c._ Refraining from use of meat substitutes.
   _d._ Placing the family on a diet.
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-19

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank of the most appropriate choice.

Which of the following labels includes the minimum information required by law?


TEST ITEM 023-00-20

INSTRUCTIONS TO STUDENTS: Use the information found on the following label to answer the questions in Parts I and II.

TOM'S Spanish Style TOMATO SAUCE

Ingredients: tomatoes, salt, dehydrated onion, dehydrated garlic, spice and natural flavors.

Net wt. 15 oz. 425 grams.

NUTRITION INFORMATION PER PORTION

<table>
<thead>
<tr>
<th>Serving Size: 1 cup</th>
<th>Servings Per Container: Approx. 1 3/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories: 90</td>
<td>Carbohydrate: 19 g</td>
</tr>
<tr>
<td>Protein: 4 g</td>
<td>Fat: 0 g</td>
</tr>
</tbody>
</table>

PERCENTAGE OF U. S. RECOMMENDED DAILY ALLOWANCES (U. S. RDA)

| Protein: 6 g | Riboflavin: 6 |
| Vitamin A: 50 | Nicotin: 15 |
| Vitamin C: 3 | Calcium: 2 |
| Thiamin: 1    | Iron: 10     |

DISTRIBUTED BY ABC FOODS, Reaigh, NC 27602

SIZE OF CAN: No. 300

No. 300 can Tom's Spanish Style Tomato Sauce
1 tsp. salt
1 tsp. basil
2 lbs. butter - melted
1 medium onion - chopped
2 cups chicken broth
1/4 tsp. sugar
1/8 tsp. garlic powder
1/8 tsp. pepper
2 cups diced cooked chicken
1/2 bay leaf

Saute onion in butter until tender. Add remaining ingredients except chicken; simmer, uncovered 30 minutes. Stir in chicken; simmer, covered, 30 minutes. Serve on hot boiled spaghetti. Serves 4-6.

UNCONDITIONALLY GUARANTEED.
COMPETENCY 023: Analyze buying patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-20 (continued)

Part I. Select the letter of the best answer to each question.

1. This can contains:
   a. more onion than tomatoes.
   b. more salt than onion.
   c. more sugar than salt.
   d. Information not given or label.

2. One standard serving equals:
   a. 1 3/4 cup.
   b. 1 1/2 cup.
   c. 15 oz.
   d. 1 cup.

3. Most of the calories provided by this tomato sauce come from:
   a. carbohydrates.
   b. protein.
   c. fat.
   d. water.

4. One cup of tomato sauce will provide:
   a. 10 milligrams of iron.
   b. 10 iron.
   c. 10% of the amount of iron needed daily by the average adult.
   d. 10% iron and 90% other nutrients.

5. If one recipe of "Easy Chicken Spaghetti" were served in four equal servings, the tomato sauce in one of these servings would provide approximately ______ calories.
   a. 90
   b. 40
   c. 22
   d. 50

Part II. Select the best answers.

6. One of the most recent developments in food marketing is "no-name" food products. If this tomato sauce were a "no-name" product, which of the following would be most likely to appear on the "no-name" label?
   a. Tom’s
   b. Tomato sauce
   c. Ingredients
   d. Nutrition information
   e. Size of can
   f. Recipe
   g. Distributor
   h. Guarantee
   i. UPC symbol
   j. Net weight
   k. Serving size
   l. Picture of tomatoes
COMPETENCY 023: Analyze budgeting patterns and buying practices in management of the food dollar.

TEST ITEM 023-00-21
INSTRUCTIONS TO STUDENTS: In Column I are listed nutrients commonly found in foods. Match each of these to the item in Column II which appropriately describes the information about it as provided by nutritional labeling. Note: An item in Column II can be used once, more than once, or not at all.

Column I: Nutrients Commonly Found in Foods

1. Calories
2. Cholesterol
3. Protein
4. Vitamin A
5. Calcium
6. Carbohydrates
7. Fats
8. Iron
9. Vitamin C
10. Thiamin
11. Riboflavin
12. Niacin

Column II: Information Provided by Nutrition Labeling
A. Amount per serving, i.e., grams, mg.
B. Percent of U. S. RDA per serving
C. Both amount per serving and percent of U. S. RDA per serving
D. Label information regarding this nutrient is rarely provided as it is of little value to the consumer.

TEST ITEM 023-00-22
INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

When planning a shopping list, you should group similar foods together on the list so you:

a. know that you have each food listed only once.
b. can get all foods that you need from one section of the store before you go to another section.
c. can avoid impulse buying.
d. can more easily check the cabinets or refrigerator to see if you have the needed foods on hand.

TEST ITEM 023-00-23
INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

All of the following statements relating to buying food are true EXCEPT:

a. Most convenience foods cost less than those made from scratch.
b. Unit pricing makes it easier to compare prices.
c. The ingredients used in the largest amount are listed first on food labels.
d. Shoplifting increases the prices all consumers pay for products.

TEST ITEM 023-00-24
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Which of the following does not contribute to higher food costs?

a. Advertising campaigns
b. Manufacturing processes
c. Non-brand name products
d. Transportation of products
e. Food packaging
TEST ITEM 023-00-25
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

These ingredients are listed in this order on the box of a certain product: wheat bran, raisins, sugar, salt, and vegetable oil. Which ingredient is in the greatest amount by weight in this product?

a. Raisins
b. Vegetable oil
c. Wheat bran
d. Sugar
e. It is impossible to tell.

TEST ITEM 023-00-26
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

In order to assist you when shopping, a shopping list should:

a. be arranged according to the layout of the store.
b. be alphabetical for easy use.
c. have your family's favorite foods listed first.
d. be limited in the number of items listed.

TEST ITEM 023-00-27
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Generic foods are:

a. quality foods with brand names.
b. quality foods without brand names.
c. private labels for a specific store.
d. unbranded substandard products sold by manufacturers.
TEST ITEM 024-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Agencies concerned with protecting the public from quackery and misinformation are:

_a._ criticized for their actions because of not following the guidelines of the Delaney Clause.

_b._ limited to acting only on cases of obvious health dangers.

_c._ usually successful in protecting individuals from food fads and fallacies.

_d._ freeing individuals from social pressures concerning issues in nutrition.

TEST ITEM 024-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Various government agencies are charged with the responsibilities related to food and consumer use. Which of the following do these agencies insure?

_a._ Make sure that additives are not added to foods.

_b._ Certify wholesomeness of foods.

_c._ See that brand names are used on all foods.

_d._ Assure that all packaged foods are high in nutritional value.

TEST ITEM 024-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

John had dinner at a local restaurant. He noticed that the building was not very clean and a brief glance in the kitchen revealed that it was messy and food was spilled on the floor. He complained to the manager, who just shrugged his shoulders. What further steps should he take?

_a._ Nothing, because he's done all he can.

_b._ Ignore the mess and eat there again, since they have the best pizza in town.

_c._ Report his observations to the local health department.

_d._ Discuss the situation with the hostess.

TEST ITEM 024-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by those statements that are TRUE regarding Consumer Protection in the Area of Foods and Nutrition.

_1._ The law requires that food additives be non-toxic.

_2._ The use of artificial food coloring and flavoring must be listed on the label.

_3._ Special dietary uses of the food such as for diabetics must specify on the label the amount of ingredients for a given measure.

_4._ The brand name is required by law to be put on all cans.

_5._ The ingredients must be listed on the label in order from the largest amount to the smallest amount.

_6._ The Wholesome Meat Act of 1967 is an example of how the federal government is alert to changing needs and moves to protect all the consumers, if the individual state fails to act.

_7._ All information on food labels is given voluntarily by the packer.

_8._ Local health departments check food service establishments to enforce sanitary codes.
COMPETENCY 024: Analyze the legal aspects of consumer protection in the area of food and nutrition.

TEST ITEM 024-00-05
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following sources of consumer information establishes grades for many products?

a. United States Department of Agriculture
b. Consumers Union
c. U. S. Department of Health
d. Federal Trade Commission

TEST ITEM 024-00-06
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

The standard term used for the amount of nutrients in nutrition labeling of foods is the:

a. U. S. Recommended Daily Allowances (U. S. RDA)
b. Public Health Service Guidelines (PHSG)
c. U. S. Dietary Goals (USDG)
d. M. L. M. Daily Requirements (MDR)
e. Food and Drug Standards (FD)

TEST ITEM 024-00-07
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of these is not involved in food assistance programs?

a. World Health Organization (WHO)
b. United Nations Children's Fund (UNICEF)
c. U. S. Department of Agriculture (USDA)
d. Women, Infants, Children (WIC)
e. Greenpeace (GP)

TEST ITEM 024-00-08
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following is responsible for inspecting eating establishments and food-processing plants?

a. County Health Department
b. Food and Nutrition Board
c. American Dietetic Association
d. National Research Council
e. American Medical Association

TEST ITEM 024-00-09
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which is not a U. S. dietary goal proposed by the Senate Nutrition Subcommittee?

a. Reduce overall fat consumption.
b. Limit the intake of sodium.
c. Increase consumption of refined sugars.
d. Consume only as much energy (calories) as is expended.
e. Reduce cholesterol consumption.

TEST ITEM 024-00-10
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

What best describes the U. S. RDA?

a. It is a technical nutrient chart used mainly by health professionals.
b. It is a simplified nutrient chart developed by the Food and Drug Administration (FDA).
c. It is a nutrient chart designed for persons under the age of four.
d. It is a nutrient chart designed primarily for adults and the elderly.
COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the appropriate practices for preserving the nutritional value of food.

1. Buy food at stores with up-to-date storage and refrigeration equipment.
2. Buy from a store with rapid turnover of perishable products.
3. Check dates on packages.
4. Store leftover cooked vegetable as short a time as possible.
5. Store foods in airtight containers.
6. Keep eggs at room temperature.
7. Prepare cooked vegetables close to serving time.

TEST ITEM 025-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the practice that helps preserve the nutritional value of foods.

1. Keep foods containing riboflavin in opaque or dark container to protect them from light.
2. Cook frozen foods and fresh vegetables by the steaming method when possible.
3. Pare, slice or cut fresh vegetables just before cooking.
4. Soak fresh vegetables in water to remove impurities.
5. Cook vegetables in their skin when possible.
6. Use small amounts of water when cooking vegetables.
7. Cook vegetables until they are well done.
8. Add baking soda when cooking vegetables to brighten the green color.

TEST ITEM 025-00-03
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

A person who has little time for preparing food would be likely to purchase which of the following foods?

a. Frozen chicken nuggets
b. Prepackaged dinner
c. Rib roast
d. Picnic ham

TEST ITEM 025-00-04
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following foods freeze well?

a. Bananas
b. Peaches
c. Sour cream
d. Chocolate chip cookies

TEST ITEM 025-00-05
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Cooking foods in water may cause a loss of:

a. proteins.
b. fats.
c. vitamins.
d. calories.
e. starches.
COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-06
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

Hashing and chopping foods should be done as close to cooking or serving as possible to limit the loss of nutrients through:

___ a. water.
___ b. heat.
___ c. light.
___ d. air.

TEST ITEM 025-00-07
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best answers the question.

The presence of which of the following elements is more likely to result in loss of nutrients than either alone?

___ a. Water and air
___ b. Heat and air
___ c. Heat and light
___ d. Light and water

TEST ITEM 025-00-08
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best completes the statement.

Riboflavin is destroyed by exposure to:

___ a. water.
___ b. heat.
___ c. air.
___ d. light.

TEST ITEM 025-00-09
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the term that best answers the question.

Which of the following vitamins are affected most by cooking procedures?

___ a. Calcium and thiamin
___ b. Riboflavin and vitamin
___ c. Ascorbic acid and thiamin
___ d. Riboflavin and phosphorus

TEST ITEM 025-00-10
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Foods that freeze well include:

a. potatoes and fresh fruits.
b. mayonnaise and custards.
c. poultry and bread.
d. lettuce and celery.
COMPETENCY 025: Demonstrate techniques for conserving food and other natural resources while preparing meals.

TEST ITEM 025-00-11
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

For dry storage, f stored:

a. under the sink.
b. above the refrigerator.
c. in the lower drawer of a range.
d. in cool, dark areas away from moisture, light, and heat.

TEST ITEM 025-00-12
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

The inside temperature of a manual-defrost refrigerator:

a. remains the same throughout the refrigerator.
b. has the warmest area at the bottom and door shelves.
c. has the coldest temperature in the middle shelf area.
d. has the warmest area on the top shelf.

TEST ITEM 025-00-13
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

After shopping, the first foods to be stored at home should be:

c. meat and poultry.
b. dairy products.
c. frozen foods.
d. produce.
TEST ITEM 026-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.
The most common method of food preservation today is:
   a. open kettle.
   b. boiling water bath.
   c. freezing.
   d. preserving.

TEST ITEM 026-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.
Canning and freezing fresh fruits and vegetables is a rewarding and an ______ way to preserve fresh foods.
   a. elaborate
   b. economical
   c. unusual
   d. expensive

TEST ITEM 026-00-03
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.
Undesirable changes frozen foods may undergo are:
   a. ice formation during storage.
   b. salmonella development.
   c. botulism production.
   d. chemical action of certain enzymes and bacteria in the food.

TEST ITEM 026-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.
The boiling water method of canning should not be used for:
   a. tomatoes.
   b. pickles.
   c. green beans.
   d. fruit.

TEST ITEM 026-00-05
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.
To prevent botulism when canning low acid foods, you should:
   a. use the required time for processing.
   b. use the pressure canner method.
   c. be sure processing pressure is correct.
   d. all of the above.
COMPETENCY 026: Demonstrate techniques for selecting and preserving a variety of foods.

TEST ITEM 026-00-06
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

Undesirable changes improperly canned foods may undergo are:

___ a. mold formation.
___ b. retention of nutrients.
___ c. retention of color.
___ d. no action of certain enzymes and bacteria in the food.

TEST ITEM 026-00-07
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

If you are in doubt about whether canned food is safe to eat, the best thing to do is:

___ a. taste only a tiny bit.
___ b. throw the food away.
___ c. give the food away.
___ d. refrigerate the food.

TEST ITEM 026-00-08
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response to the item.

The cause of spoilage which is most difficult to prevent in canning food is:

___ a. bacteria.
___ c. mold.
___ c. yeast.
___ d. enzymes.

TEST ITEM 026-00-09
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following ingredients helps to prevent fruits from turning dark after cutting?

a. Pectin
b. Fruit Juice
c. Citric acid
d. Sugar

TEST ITEM 026-00-10
INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the most appropriate response(s) to the item.

Which of the following jellied products do need to be processed in a boiling-water bath?

___ a. Conserves
___ b. Jam
___ c. Jelly
___ d. Marmalade
COMPETENCY 027: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-01
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

The human body operates more efficiently if a person eats:

a. one meal a day.
b. a variety of foods and takes vitamin pills.
c. high energy snacks.
d. meals spaced throughout the day.

TEST ITEM 027-00-02
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

The amount of calories an average teenage girl should consume daily is approximately:

a. 800-1000.
b. 1000-1200.
c. 1200-1500.
d. 1600-2000.
e. 2000-2500.

TEST ITEM 027-00-03
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the space provided.

Which of the following needed nutrients does an infant have reserved at birth?

a. Calcium
b. Magnesium
c. Iron
d. Protein

test item 027-00-04
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Compared to a breakfast eater, a non-breakfast eater is more likely to have:

a. difficulty losing weight.
b. energy in the morning.
c. fewer stomach growls.
d. fewer snacks throughout the day.

TEST ITEM 027-00-05
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Experience has shown the nutrient most likely to be lacking in a vegetarian diet is:

a. carbohydrate.
b. vitamin A.
c. protein.
d. water.

TEST ITEM 027-00-06
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

To gain one pound, a person would have to consume how many calories over his or her energy needs?

a. 500
b. 1,200
c. 3,000
d. 6,000
e. 10,000
TEST ITEM 026-00-11

INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.

Which of the following syrups is recommended for most fruits which are to be frozen?

a. 40 percent syrup  
b. 50 percent syrup  
c. 60 percent syrup  
d. 70 percent syrup

TEST ITEM 026-00-12

INSTRUCTIONS TO STUDENTS: Match the definition in Column B with the terms in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blanch</td>
<td>A. A special method which is used with food containing very little natural acid</td>
</tr>
<tr>
<td>2. Pasteurize</td>
<td>B. To cook foods either in a can or standard canning jar for a given length of time</td>
</tr>
<tr>
<td>3. Process</td>
<td>C. To dip or plunge into boiling water for a given time</td>
</tr>
<tr>
<td>4. Steam pressure method</td>
<td>D. A method of destroying bacteria by heating a liquid to a temperature of 142 to 145 degrees F. for approximately 30 minutes</td>
</tr>
<tr>
<td>5. Hot pack</td>
<td>E. Acute food poisoning caused by a spore forming bacteria</td>
</tr>
<tr>
<td></td>
<td>F. Canning jars are filled with hot food and filled jars are processed in a water bath</td>
</tr>
<tr>
<td></td>
<td>G. A method of processing foods in steam under pressure at a temperature of approximately 240 degrees</td>
</tr>
</tbody>
</table>

TEST ITEM 026-00-13

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Part of a canner which allows air and steam to be released</td>
<td>A. Jar</td>
</tr>
<tr>
<td>2. Part of a canner which prevents explosions</td>
<td>B. Pressure gauge</td>
</tr>
<tr>
<td>3. Type of jar closure which uses a rubber ring</td>
<td>C. Conserves</td>
</tr>
<tr>
<td>4. Tender, jellied product often made with citrus fruits</td>
<td>D. Petcock</td>
</tr>
<tr>
<td>5. Jellied product containing large pieces of fruit or whole fruits</td>
<td>E. Jelly</td>
</tr>
<tr>
<td>6. Jellied product made from crushed fruit cooked to a fairly even consistency</td>
<td>F. Safety valve</td>
</tr>
<tr>
<td></td>
<td>G. Porcelain-lined zinc cap</td>
</tr>
<tr>
<td></td>
<td>H. Preserves</td>
</tr>
<tr>
<td></td>
<td>I. Metal screw band</td>
</tr>
<tr>
<td></td>
<td>J. Marmalade</td>
</tr>
</tbody>
</table>
COMPETENCY D27: Analyze variations in nutritional needs of family members in different stages of the life cycle.

TEST ITEM 027-00-07

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Alcohol intake is not recommended for athletes because it has adverse (negative) physiological effects.

Which of the following is not an adverse effect of alcohol for the performing athlete?

a. Increased water loss and urine formation
b. Decreased reaction time
c. Decreased muscular coordination
d. None of the above

TEST ITEM 027-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word(s) that best answers the question.

As we grow older, our need for which of the following increases?

a. Protein
b. Energy
c. Vitamin C
d. Calcium

TEST ITEM 027-00-09

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

How many servings of milk do teenagers need each day?

a. 1 to 2 servings
b. 2 to 3 servings
c. 3 or more servings
d. 4 or more servings

TEST ITEM 027-00-10

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

A lacto-vegetarian will eat:

a. eggs, milk, milk products and plant foods.
b. eggs, milk products, plant foods and fish.
c. milk, milk products and plant foods.
d. milk, milk products, plant foods and fish.

TEST ITEM 027-00-11

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

A shortage of which of the following groups of nutrients are common in a pure vegetarian diet?

a. Iron, phosphorus, thiamin and calcium
b. Vitamin B-12, calcium, Vitamin D, riboflavin and protein
c. Calcium, Vitamin D, riboflavin, protein and phosphorus
d. Vitamin B-12, iron, phosphorus and calcium

TEST ITEM 027-00-12

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Which of the following groups of nutrients are especially important during pregnancy?

a. Iron, phosphorus and calcium
b. Iron, magnesium and fluoride
c. Calcium, protein and fluoride
d. Protein, iron and calcium
TEST ITEM 027-00-13
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Caloric requirement necessary for basal metabolism:

a. are estimated in terms of whether a person is female or male.
b. vary from person to person according to certain individual characteristics.
c. are based on the amount of a person's physical activity.
d. vary according to personal characteristics as well as amount of physical activity.

TEST ITEM 027-00-14
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

The average American adult diet would benefit most from:

a. an increase in protein.
b. an increase in fats.
c. an increase in carbohydrates.
d. a decrease in calories.
e. a decrease in fiber.

TEST ITEM 027-00-15
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

Teenage girls of the same height, age, and diet most probably have different weights due to different:

a. vitamin intakes.
b. eating speeds.
c. daily eating times.
d. sleeping patterns.
e. activity levels.

TEST ITEM 027-00-16
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

As one grows older, the number of calories the body will need to maintain its weight will decrease because:

a. appetite decreases.
b. energy-requiring body processes slow down.
c. the body needs different nutrients.
d. calories have little effect on older adults.
e. the body has stored up all the needed calories.

TEST ITEM 027-00-17
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

The main reason teenage boys may have large appetites is due to their:

a. peer group influences.
b. high interest in nutrition.
c. low activity levels.
d. rapid cell growth.
e. childhood habits.

TEST ITEM 027-00-18
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

How should a teenager's eating habits change if she becomes pregnant?

a. Calcium and other minerals should be decreased.
b. Animal fats should be eliminated from her diet.
c. There is no need to change her diet.
d. Each nutrient should be increased.
e. Only vitamins should be increased.
TEST ITEM 027-00-19
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

Which of the following is the least likely cause for a person to be underweight?

a. Poverty
b. Having parents who are thin
c. Eating snacks that are high in calories
d. Lack of appetite
e. Eating a poorly balanced diet

TEST ITEM 027-00-20
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Which of the following statements describes a psychological factor that influences a person's eating pattern?

a. Eating is sometimes used to compensate for lack of love.
b. Anticipating an exciting event may interfere with eating practices.
c. Past experiences with foods can create a dislike for a given food.
d. Some foods are associated with hot or cold weather.
e. Body size and development affect the amount of food consumed.

TEST ITEM 027-00-21
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

An excess of calories is converted and stored in the body as:

a. protein.
b. minerals.
c. carbohydrates.
d. fat.
e. vitamins.

TEST ITEM 027-00-22
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

All of these are evidence of good nutritional practices EXCEPT:

a. longer life spans.
b. greater work productivity.
c. delayed physical maturity.
d. greater mental alertness.
e. lower infant death rates.

TEST ITEM 027-00-23
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank provided.

Lack of a nutritionally adequate diet will result in the most harm during the ages of:

a. birth to 5 years.
b. 5-10 years.
c. 10-15 years.
d. 15-20 years.
e. over 20 years.
TEST ITEM 027-00-24

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank in the phrase(s) that best answers the question.

Which of these statements concerning breakfast is TRUE?

a. Eating breakfast helps keep blood sugar levels up.
___ b. A person should skip breakfast when watching calories.
___ c. Eating breakfast helps school performance.
___ d. Eating breakfast with protein helps postpone midday hunger pangs.
___ e. A person who skips breakfast may have difficulty keeping a nutritionally adequate diet.

TEST ITEM 027-00-25

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the space provided.

Which of the following minerals does not contribute to nutritional well-being?

a. Phosphorus
b. Iron
c. Iodine
d. Calcium
e. Lead
COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the column that best answers the question.

According to current sources, diet has a possible role in the development of certain disorders and diseases of the heart and blood vessels. Which of the following disorders and diseases do they represent?

Yes  No

1. Hypertension
2. Atherosclerosis
3. Elevated blood lipid levels
4. Avitaminosis

TEST ITEM 028-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

Diets rich in ______ may help to keep deposits of fat from forming in the linings of the arteries.

a. carbohydrates
b. amino acids
c. unsaturated fatty acids
d. saturated fatty acids

TEST ITEM 028-00-03
INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

What is the name of the eating disorder that includes overeating and self-induced vomiting?

a. Anorexia nervosa
b. Peristalsis
c. Bulimia
d. Diabetes

TEST ITEM 028-00-04
INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

Anorexia nervosa is:

a. an illness occurring later in life and is caused by changes in a person's basal metabolism.
b. a condition occurring mostly in teenage girls and is characterized by a rejection of food.
c. another term for obesity in children.
d. upsets in the body's digestive system which lead to severe malnutrition.

TEST ITEM 028-00-05
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A person wanting to gain weight should:

a. eat more frequently during the day.
b. try not to exercise too much and save energy.
c. eat one large meal a day.
d. avoid eating too many fruits and vegetables.
COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of the following would be most effective in preventing heart disease?

___ a. Cut intake of saturated fats
___ b. Lower cholesterol levels
___ c. Increase caloric intake
___ d. Lower sodium intake
___ e. Decrease Vitamin D intake

TEST ITEM 028-00-07

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Eating foods containing fiber on a daily basis will promote:

a. brittle hair.
b. constipation.
c. strengthened fingernails.
d. diarrhea.
e. regular bowel movements.

TEST ITEM 028-00-08

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A person who eats a nutritionally balanced diet with more calories than his or her body needs will eventually:

a. become anemic.
b. develop vitamin deficiencies.
c. become obese.
d. become physically fit.
e. lose weight.

TEST ITEM 028-00-09

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A health problem that occurs from a lack of Vitamin A is:

a. night blindness.
b. deformed joints.
c. mental retardation.
d. anemia.
e. diabetes.

TEST ITEM 028-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Which nutrient is valuable in protecting teeth from decay?

a. Iodine
b. Chlorine
c. Fluoride
d. Potassium
e. Iron
COMPETENCY 028: Analyze variations in nutritional needs of family members with special medical problems.

TEST ITEM 028-00-11
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word(s) or phrase(s) that best answers the question.
A balanced diet with all the necessary vitamins and minerals will help prevent which of the following?
___ a. Acquired Immune Deficiency Syndrome
___ b. Beriberi
___ c. Anemia
___ d. Colds
___ e. Scurvy

TEST ITEM 028-00-12
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.
Which of the following statements about iodized salt are FALSE?
___ a. It should be taken immediately after strenuous activity.
___ b. It increases the blood pressure.
___ c. It helps prevent goiters.
___ d. It lowers the cholesterol level.
___ e. It helps the body retain fluid.
COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) which you think are good advice for anyone trying to lose weight.

- a. Find the cause of your overweight.
- b. Eat potato chips when you feel hungry.
- c. Ask your mother to help you prepare less fattening foods.
- d. Develop an interest in an activity along with your diet.
- e. Sit around and feel sorry for yourself.
- f. Exercise daily.
- g. Follow the Basic Four Food Plan.
- h. Drink skim milk.
- i. Broil your meat rather than fry it.
- j. Eat lots of fruits and vegetables.
- k. Select "empty calorie" snacks.

TEST ITEM 029-00-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word or phrase that best answers the question.

A friend coming for dinner is attempting to lose weight. To help her stay on a weight reduction diet, which will you serve?

- a. Baked chicken
- b. Fried chicken
- c. Barbecued chicken
- d. Chicken pot pie

TEST ITEM 029-00-03
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

A successful plan to gain weight should be patterned around:

- a. the food habits of the individual concerned.
- b. the foods that are cheapest to buy.
- c. the foods rich in fats and carbohydrates.
- d. The Basic Four Food Plan.

TEST ITEM 029-00-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best answers the question.

A person on a bland diet would select which of the following entrees?

- a. Baked fish
- b. Breaded fish croquettes
- c. Fried fish
- d. Barbecued fish
TEST ITEM 029-00-05
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word that best answers the question.
All nutrients are important; however, the one that is most strictly controlled in a diabetic's diet is:
___ a. proteins.
___ b. vitamins.
___ c. minerals.
___ d. carbohydrates.

TEST ITEM 029-00-06
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the word that best answers the question.
The person that needs to reduce cholesterol in the diet would eat less foods that are high in:
___ a. proteins.
___ b. fats.
___ c. vitamins.
___ d. minerals.

TEST ITEM 029-00-07
INSTRUCTIONS TO STUDENTS: Choose the best answer and write the corresponding letter in the blank.
___ Cutting down on which of the following foods would be best for a person wishing to lose weight and still maintain a balanced diet?
   a. Cheese and milk
   b. Ham and beef
   c. Potatoes and bread
   d. Jutter and pastries

TEST ITEM 029-00-08
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.
___ A high school athlete wanted to increase his energy for an important game. What would be most effective?
   a. A nap
   b. A salt tablet
   c. A glass of water
   d. A meal high in carbohydrates

TEST ITEM 029-00-09
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.
___ In the many areas of the world where the common diet is almost entirely vegetarian, what foods are probably the major source of protein?
   a. Grains and legumes
   b. Fruits and nuts
   c. Leafy green vegetables
   d. Potatoes and other tubers
TEST ITEM 029-00-10
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

Physicians recommend a weekly weight loss for dieters to be no more than:
   a. 1-2 pounds.
   b. 3-4 pounds.
   c. 5-6 pounds.
   d. 7-8 pounds.
   e. 9-10 pounds.

TEST ITEM 029-00-11
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

The most effective and safe method for losing weight is to:
   a. follow a current popular diet.
   b. skip breakfast.
   c. eliminate all fats from the diet.
   d. eat all you want, but eliminate sugar.
   e. eat less, exercise more, and eat a balanced diet.

TEST ITEM 029-00-12
INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the blank.

Although less food is eaten than is needed by the body, a weight loss may not show up right away because:
   a. the person didn’t jog.
   b. the person ate an apple rather than an orange on the diet plan.
   c. water replaced the burned fat tissue.
   d. the person can’t lose weight.

TEST ITEM 029-00-13
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase(s) that best answers the question.

Which of these statements about weight reduction methods is TRUE?
   a. Appetite depressant drugs temporarily reduce appetite.
   b. Fasting is a safe and effective method of weight reduction.
   c. Eliminating water from the body is effective for permanent weight loss.
   d. Liquid protein diets have been proven to be dangerous.
   e. Salt-free diets are potentially hazardous.

TEST ITEM 029-00-14
INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

When a person wants to lose weight, he/she should:
   a. eat food as quickly as possible and avoid chewing food thoroughly.
   b. increase daily exercise.
   c. avoid eating breads and cereals.
   d. never eat fats.

TEST ITEM 029-00-15
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

A sound weight-reducing program is:
   a. one in which the weight loss is achieved quickly.
   b. one which includes a doctor’s guidance to provide physical and mental readiness for dieting.
   c. strictly in terms of decreasing one’s food intake.
   d. possible through any of the diets currently recommended.
TEST ITEM 029-00-16

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the phrase that best completes the statement.

A well-designed weight-reducing diet includes all of the following characteristics EXCEPT which one?

a. Reduced number of Basic Four recommended servings
b. Reduced caloric intake
c. Built around foods well liked by the dieter
d. Provides meals that are satisfying to the individual

TEST ITEM 029-00-17

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

Fats should be eaten in moderation because:

a. they provide no nutritional value, just calories.
b. they are a good source of minerals.
c. in excess, they can contribute to chronic diseases such as heart disease, cancer and obesity.
d. they help with the absorption of certain vitamins.

TEST ITEM 029-00-18

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

Which of the following statements about energy is not true?

a. The body uses energy for digestion of food and for physical activity.
b. Activity is the only way in which the body uses energy that the individual cannot deliberately change.
c. At the age of 16, all teenagers burn calories at the same rate.
d. Physical activity increases the body's rate of using calories for energy.

TEST ITEM 029-00-19

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

Of the diets listed below, which would be the safest diet to follow?

a. Salt-free diet
b. High protein diet
c. Carbohydrate-free diet
d. Liquid protein diet
e. Calorie-restricted diet

TEST ITEM 029-00-20

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

To maintain adequate protein intake, a vegetarian diet that contains no animal-source protein should include:

a. beans, nuts, and a source of Vitamin B12.
b. liquid protein.
c. raw fruit, vegetables, and mineral oils.
d. Vitamins A, C, and D.

TEST ITEM 029-00-21

INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

Which of the following is true concerning "glycogen-loading"?

a. It increases the endurance of all distance runners.
b. It is based on the fact that a high protein intake can increase the body's glycogen stores.
c. If followed, it should be done only in preparation for important competition and no more than 2 to 3 times during the year.
d. It significantly increases an individual's body weight.
COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-22
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the foods that would be good choices for a pre-event meal.

- a. Cereal and juice
- b. Spaghetti
- c. Steak and eggs
- d. Toast
- e. Sliced peaches
- f. Vegetable soup
- g. Milkshake and french fries
- h. Sandwich (turkey or cheese)
- i. Baked potato with butter and sour cream
- j. Baked fish
- k. Fried chicken

TEST ITEM 029-00-23
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the beverages which would be good choices for an athlete to consume prior to or during an event.

- a. Skim milk
- b. Cola drink
- c. Water
- d. "Sports Drink" (electrolyte drink)
- e. Whole milk
- f. Orange juice (diluted)
- g. Coffee
- h. Lemonade (diluted)
- i. Pineapple juice

TEST ITEM 029-00-24
INSTRUCTIONS TO STUDENTS: Write the letter of the correct answer in the blank.

All of the following are true concerning the pre-event meal EXCEPT:

a. It should be eaten 3 to 4 hours before practice or competition.
b. It contributes significantly to immediate energy needs and, thus, is of extreme importance to the athlete's performance.
c. It should be high in complex carbohydrates.
d. It should be psychologically satisfying to the athlete.

TEST ITEM 029-00-25
INSTRUCTIONS TO STUDENTS: For each of the following diets, mark I if the food may be included; mark F if the food should not be included.

Soft or light diet
- 1. Mashed potatoes
- 2. Whole wheat bread
- 3. Chicken

Calorie-regulated diet (low calorie)
- 4. Whole milk
- 5. Halibut
- 6. Potato chips

Bland diet
- 7. Canned berries
- 8. Toast
- 9. Dried beans
COMPETENCY 029: Plan, prepare and serve meals to meet special nutritional needs of family members.

TEST ITEM 029-00-26

INSTRUCTIONS TO STUDENTS: Based on the menu shown below, indicate the number of each statement in Column B that correctly evaluates the selection of foods included. Jane is the star basketball player at Smith High School. She is 5 lbs. heavier than she desires and wants a diet plan to lose weight and was given the menu in Column A by her friend. She plans to follow this for two weeks. Which statements appropriately evaluate the diet?

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
</table>
| Breakfast | Half grapefruit  
Boiled egg  
Black coffee |
| Lunch | Grapefruit juice  
1 banana  
1 apple |
| Dinner | Grapefruit sections  
Broccoli  
Fried chicken backs |

1. The diet provides too many calories.
2. The diet would not be interesting and would be hard to follow for even two weeks.
3. All nutrients needed daily are not provided by the foods included.
4. Grapefruit helps to burn up fat stored in the body and is a valuable part of this diet.
5. The diet provides too few calories to maintain daily sports activities.

TEST ITEM 029-00-27

INSTRUCTIONS TO STUDENTS: Based on the following situation, which of the statements would help solve Juanita's problem?

Juanita is 5'4" tall and weighs 105 lbs. She has been on the "grapefruit diet" for the last month and has lost a total of 15 lbs. She thinks she's still too fat and plans to continue her diet until she reaches 100 lbs. She isn't worried about her health because she takes several multiple vitamin pills daily. She has become short tempered with her family and friends, is very pale, and never has any energy. What should she do?

a. See a doctor and get help.
b. Continue the diet for just one or two more weeks to try to reach her goal.
c. Change to the high protein boiled egg diet.
d. Start taking diet pills and eat anything she wants.
e. Start eating a balanced diet immediately.
f. Go off her diet for a week, then start it back when her disposition improves.
COMPETENCY 030: Analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

TEST ITEM 030-00-01

INSTRUCTIONS TO STUDENTS: Match the term in Column B which best corresponds to each description in Column A. Write the letter of the term from Column B in the blank space provided in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decorative arrangements of edible food, used to improve the appearance of a dish</td>
<td>A. Blends</td>
</tr>
<tr>
<td>2. An expensive Italian ham</td>
<td>B. Creative cooking</td>
</tr>
<tr>
<td>3. The leaves of plants, usually grown in the temperate climate zone, that are used as fresh or dried seasonings</td>
<td>C. Crepes</td>
</tr>
<tr>
<td>4. Examples are fondant and fudge</td>
<td>D. Crystalline candies</td>
</tr>
<tr>
<td>5. An artistic way of preparing and serving food</td>
<td>E. Decorating tube</td>
</tr>
<tr>
<td>6. Creates different designs for finishing touches on food</td>
<td>F. Flan</td>
</tr>
<tr>
<td>7. Examples are brittles, caramels, and taffies</td>
<td>G. Garnishes</td>
</tr>
<tr>
<td>8. Dried roots, stems, and seeds of plants grown mainly in the tropics</td>
<td>H. Herbs</td>
</tr>
<tr>
<td>9. Small, very thin pancakes</td>
<td>I. Herbs</td>
</tr>
<tr>
<td>10. An excellent way to use leftover food</td>
<td>J. Noncrystalline candies</td>
</tr>
</tbody>
</table>

TEST ITEM 030-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are TRUE regarding the use of herbs and spices in cooking.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fresh herbs are more concentrated than dried ones and therefore less should be used.</td>
<td>(x)</td>
</tr>
<tr>
<td>2. Most spices can be classified as &quot;hot&quot; or spicy seasonings.</td>
<td>(x)</td>
</tr>
<tr>
<td>3. Blends are mixtures of spices and herbs, usually in liquid form.</td>
<td>(x)</td>
</tr>
<tr>
<td>4. There is no wrong or right seasoning to use with each food.</td>
<td>(x)</td>
</tr>
<tr>
<td>5. Herbs and spices should be placed in clear glass jars because light is necessary to preserve their flavor.</td>
<td>(x)</td>
</tr>
<tr>
<td>6. Spices and herbs dry out with age and lose their aroma.</td>
<td>(x)</td>
</tr>
<tr>
<td>7. Cooking increases the strength of the herb and spice flavors.</td>
<td>(x)</td>
</tr>
<tr>
<td>8. When food is cooked for hours, such as stew or pot roast, it is best to add seasonings at the beginning.</td>
<td>(x)</td>
</tr>
</tbody>
</table>

TEST ITEM 030-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are TRUE regarding "creative cooking."

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Crepes are very thick pancakes rolled with a filling.</td>
<td>(x)</td>
</tr>
<tr>
<td>2. It is difficult to cook creatively on a low or limited budget.</td>
<td>(x)</td>
</tr>
<tr>
<td>3. A flan is made in a pie-sized pan with straight, fluted sides.</td>
<td>(x)</td>
</tr>
<tr>
<td>4. When giving a gift of food, it is usually best to try exotic or unusual recipes.</td>
<td>(x)</td>
</tr>
<tr>
<td>5. Tossed salad and Caesar salad have the same ingredients.</td>
<td>(x)</td>
</tr>
<tr>
<td>6. A garnish should be edible and compatible with the food on which it is served.</td>
<td>(x)</td>
</tr>
<tr>
<td>7. Less expensive cuts of meat should not be substituted for expensive cuts in gourmet recipes.</td>
<td>(x)</td>
</tr>
<tr>
<td>8. Candies that are cooked are divided into crystalline and noncrystalline types.</td>
<td>(x)</td>
</tr>
<tr>
<td>9. Shortcuts in recipe instructions can be tried when preparing candy.</td>
<td>(x)</td>
</tr>
<tr>
<td>10. Candies are made by boiling a sugar and liquid mixture to a certain temperature.</td>
<td>(x)</td>
</tr>
<tr>
<td>11. Many specialized pans, such as pizza and tart pans, are necessary for creative cooking.</td>
<td>(x)</td>
</tr>
</tbody>
</table>
TEST ITEM 031-01-01

INSTRUCTIONS TO STUDENTS: Label each of the following drawings by writing in the name of the salad green in the blank.

1. [Image of a green head]
   - Most common type; firm head of light green leaves

2. [Image of a herb plant]  
   - Spicy, dark green herb; used as a garnish

3. [Image of petal-like leaves]  
   - Tiny, petal-like dark green crisp leaves on slender stalks; tart, spicy sweet flavor

4. [Image of a lettuce head]  
   - Long head of stiff, wide, upright leaves; medium green color; sweet flavor

5. [Image of a leafy vegetable]  
   - Large, loose head of narrow, curly leaves; dark green outer leaves, light, yellow-green center leaves; bitter
COMPETENCY 03: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-01 (continued)

6. Long, narrow head; light green outer leaves, white center leaves; long fairly wide leaves; cabbage-like flavor

7. Loose, light green tender leaves

8. Hide leaves, not curly; fan shaped head, rather flat; dark green
TEST ITEM 031-01-02
INSTRUCTIONS TO STUDENTS: Five salads (A-E) are listed above the questions. Choose one of these salads for your answer to questions 1-5. Circle the letter of that salad in the letters following the question. Each salad will be used once.
A. Tuna salad
B. Marinated green beans
C. Frozen whipped cream and fruit salad
D. Tossed salad with bacon garnish
E. Potato salad

1. Which of the salads listed above should not be served before the end of the meal?
   A. B. C. D. E.

2. Which of the salads listed above would be the best appetizer?
   A. B. C. D. E.

3. Which of the salads listed above would be the best to use as an accompaniment to the main meal?
   A. B. C. D. E.

4. Which of the salads listed above is considered as a main dish salad?
   A. B. C. D. E.

5. Which of the salads listed above could be an appetizer or an accompaniment to the main dish?
   A. B. C. D. E.

TEST ITEM 031-01-03
INSTRUCTIONS TO STUDENTS: Place a check (✓) by each of the following procedures that will keep blonde fruits and vegetables from turning brown.

1. Place them in lemon juice.
2. Place them in a solution of baking soda and water.
3. Place them in pineapple juice.
4. Cover with sugar syrups.
5. Cover with a salt solution.
6. Store uncovered in the refrigerator.
7. Use a commercial antioxidant.
8. Cut them in small pieces.
9. Sprinkle sugar on them.
10. Sprinkle salt on them.

TEST ITEM 031-01-04
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer to the question in the blank provided.

What rule should you follow in cutting fruits and vegetables for a salad?

a. Cut as close to serving time as possible.
b. Always wash after cutting.
c. Cut them into indistinguishable pieces.
d. Always remove all seeds.
**COMPETENCY 031:** Demonstrate the principles of planning, preparing and serving food specialties.

**Sub-Competency 01:** Demonstrate the principles of planning, preparing and serving salads.

**TEST ITEM 031-01-05**

**INSTRUCTIONS TO STUDENTS:** Write the letter of the best answer to the question in the blank provided.

___ Tomato peelings are removed easily if you:

a. freeze them first.
b. dip them in very hot water.
c. dip them in very hot water and then cool water.
d. select only firm tomatoes to use.

**TEST ITEM 031-01-06**

**INSTRUCTIONS TO STUDENTS:** Write the letter of the best answer to the question in the blank provided.

___ How should blackberries be cleaned?

a. Immerse in a large amount of water.
b. Wash in a spray.
c. Soak in salty water

**TEST ITEM 031-01-07**

**INSTRUCTIONS TO STUDENTS:** Write the letter of the best answer to the question in the blank provided.

___ A brush should be used in cleaning which of these vegetables?

a. Celery 
b. Carrots
c. Cauliflower
d. Radishes

**TEST ITEM 031-01-08**

**INSTRUCTIONS TO STUDENTS:** Write the letter of the best answer to the question in the blank provided.

___ Which of these fruits shouldn't be used in salad?

a. Fresh grapes 
b. Frozen grapes
c. Melon balls
d. Avocado

**TEST ITEM 031-01-09**

**INSTRUCTIONS TO STUDENTS:** Match each salad on the right, with the chief nutrient in it, on the left.

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Salad</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Thiamin</td>
<td>1. Chicken salad</td>
</tr>
<tr>
<td>b. Starch</td>
<td>2. Cole slaw</td>
</tr>
<tr>
<td>c. Vitamin C</td>
<td>3. 3-bean salad</td>
</tr>
<tr>
<td>d. Protein</td>
<td>4. Macaroni salad</td>
</tr>
</tbody>
</table>

**TEST ITEM 031-01-10**

**INSTRUCTIONS TO STUDENTS:** From the list at the right, select the main ingredients for each salad dressing below.

| a. Russian dressing | 1. Oil  |
| b. French dressing  | 2. Vinegar |
| c. Cooked dressing  | 3. Fat |

| 4. Flour |
| 5. Egg yolk |
| 6. Milk |
| 7. Chili sauce |
| 8. Seasonings |

**200**

**FN - 180**
COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-11

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

Definitions

1. Type of cheese often served as a salad
2. A salad planned to be served with the main dish
3. A small, colorful salad made to add eye appeal to a meal
4. Type of salad dressing that contains only a small amount of oil
5. Variety of cheese often added to salad dressings
6. Basic type of salad dressing that will separate on standing
7. An ingredient that is often added to basic salad dressings
8. Salad dressing that requires beating to blend in all of the oil
9. A type of salad green
10. Another type of salad green

Terms
A. Accompaniment
B. Catsup
C. Cooked
D. Cottage
E. Escarole
F. French
G. Garnish
H. Mayonnaise
I. Roquefort
J. Watercress

TEST ITEM 031-01-12

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

Romaine lettuce has a fairly:

a. mild flavor.
b. strong flavor.
c. bitter flavor.
d. weak flavor.

TEST ITEM 031-01-13

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

The most popular salad green is called:

a. endive lettuce.
b. boston lettuce.
c. romaine lettuce.
d. iceberg lettuce.

TEST ITEM 031-01-14

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

In most cases, when consuming a salad, the first flavor or taste the palate will sense is that of the:

a. base.
b. body.
c. garnish.
d. dressing.

TEST ITEM 031-01-15

INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

Either a temporary or permanent emulsion may be formed when one is preparing:

a. thousand island dressing.
b. French dressing.
c. bleu cheese dressing.
d. green goddess dressing.
COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 01: Demonstrate the principles of planning, preparing and serving salads.

TEST ITEM 031-01-16
INSTRUCTIONS TO STUDENTS: Write the letter of the best answer in the blank to the left of the statement.

The meat garnish for a chef salad should be:

- a. diced.
- b. sliced.
- c. julienned.
- d. minced.

TEST ITEM 031-01-17
INSTRUCTIONS TO STUDENTS: Complete the following item by writing the answers in the blanks provided.

List the six salad classifications.

- a.
- b.
- c.
- d.
- e.
- f.

TEST ITEM 031-01-18
INSTRUCTIONS TO STUDENTS: Complete the following item by writing the answers in the blanks provided.

Name the four basic parts of a salad.

- a.
- b.
- c.
- d.
COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 02: Demonstrate the principles of planning, preparing and serving casseroles.

TEST ITEM 031-02-01
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

**Lasagne.**

- a. Includes Italian sausage.
- b. Requires fine noodles.
- c. Requires very wide noodles.
- d. Is stirred while cooking.

TEST ITEM 031-02-02
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

**In casserole recipes:**

- a. Anything goes.
- b. Requirements are strict.
- c. Pasta must be included.
- d. All ingredients must be precooked.

TEST ITEM 031-02-03
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

**Which of the following is not TRUE regarding the use of casseroles in the meal plan?**

- a. They are usually easy to prepare.
- b. A whole meal can be prepared in one dish.
- c. They are expensive to prepare.
- d. They are likely to be both delicious and nourishing.
- e. They are excellent for camouflaging leftovers.
COMPETENCY 03: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 03: Demonstrate the principles of planning, preparing and serving breads made with yeast.

TEST ITEM 031-03-01

INSTRUCTIONS TO STUDENTS: Characteristics of yeast breads are listed below. Check those which are signs of a high quality loaf of yeast bread.

- a. Large volume
- b. Small volume
- c. Smooth, rounded top
- d. Sunken top with overhanging sides
- e. Coarse texture
- f. Fine and uniform texture
- g. Crumbly
- h. Tender and elastic crumb
- i. Contains large, overexpanded cells
- j. Compact texture

TEST ITEM 031-03-02

INSTRUCTIONS TO STUDENTS: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ingredient that controls the rate of yeast growth</td>
<td>A. Alcohol</td>
</tr>
<tr>
<td>2. A German dark bread</td>
<td>B. Bismarcks</td>
</tr>
<tr>
<td>3. Bread of Jewish origin</td>
<td>C. Brioche</td>
</tr>
<tr>
<td>4. The ingredient that supplies food to the yeast</td>
<td>D. Carbon dioxide</td>
</tr>
<tr>
<td>5. Allowing the dough to rest or rise</td>
<td>E. Challah</td>
</tr>
<tr>
<td>6. Jelly-filled doughnuts</td>
<td>F. Crullers</td>
</tr>
<tr>
<td>7. French dinner rolls</td>
<td>G. Proof</td>
</tr>
<tr>
<td>8. Twisted doughnuts</td>
<td>H. Pumpernickel</td>
</tr>
<tr>
<td>9. A product of fermentation</td>
<td>I. Salt</td>
</tr>
<tr>
<td>10. Another product of fermentation</td>
<td>J. Sugar</td>
</tr>
</tbody>
</table>

TEST ITEM 031-03-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank to the right.

In the ___________________ undissolved yeast is mixed with some of the dry ingredients before warm liquid is added.

a. Standard method
b. Rapid-mix method
c. Cool-rise method
d. Batter method
e. Frozen-dough method

TEST ITEM 031-03-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank.

In the ___________________ you mix, knead and shape dough all at once; then you refrigerate it and bake later.

a. Standard method
b. Rapid-mix method
c. Cool-rise method
d. Frozen-dough method
COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 03: Demonstrate the principles of planning, preparing and serving breads made with yeast.

**TEST ITEM 031-03-05**

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the letter in the blank.

The best flour to use in making yeast products is milled from:

- a. soft wheat.
- b. hard wheat.
- c. a combination of hard and soft wheat.
- d. durum wheat.

**TEST ITEM 031-03-06**

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

The ingredient in yeast dough that makes it tender is:

- a. fat.
- b. flour.
- c. eggs.
- d. sugar.

**TEST ITEM 031-03-07**

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

Which of the following will kill yeast?

- a. Too much water
- b. Boiling water
- c. Lukewarm water
- d. Cold water

**TEST ITEM 031-03-08**

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

The method of making yeast doughs where no handling or kneading is required; a mixer is used to beat the batter, is the:

- a. standard method.
- b. rapid-mix method.
- c. cool-rise method.
- d. batter method.
- e. frozen-dough method.

**TEST ITEM 031-03-09**

INSTRUCTIONS TO STUDENTS: Choose the best answer and place the corresponding letter in the blank.

The method of making yeast dough that involves mixing, kneading, and shaping it in loaf pans without letting it rise, is the ____________.

- a. Cool-rise method
- b. Rapid-mix method
- c. Batter-mix method
- d. Frozen-dough method

205

FN - 185
INSTRUCTIONS TO STUDENTS: Listed below are the seven steps involved in making yeast dough using the "Standard Mixing Method." Number them in the order in which they should be performed - number one for the first step and so on.

_ a. _ "Punch down" the dough and knead it.
_ b. _ Knead dough until satiny and elastic and has little bubbles under the surface.
_ c. _ Dissolve the yeast in warm water in a large bowl.
_ d. _ Add the sugar, milk, salt, fat and some flour to the yeast; mix and let stand until raised and bubbly.
_ e. _ Grease dough thin over it and set in a warm place to rise until double in size.
_ f. _ Shape the dough and let rise in the pan before baking.
_ g. _ Add the remaining flour and stir to make dough.
TEST ITEM 031-04-01

INSTRUCTIONS TO STUDENTS: Check (✓) each statement which applies to the steps used in preparing a pastry. This pastry will be used for a one-crust lemon chiffon pie which will be filled after baking.

1. Flour and salt are sifted into a mixing bowl.
2. Flour and salt are spooned and packed into a mixing bowl.
3. Shortening is cut into the flour-salt mixture with a pastry blender, two knives, or your fingers.
4. Shortening is melted and added to the flour.
5. The shortening, flour, and salt are cut together until large lumps are formed.
6. The shortening, flour, and salt are cut together until the particles resemble coarse corn meal.
7. Water is added all at once to the flour mixture.
8. Water is sprinkled a little at a time over the flour mixture.
9. The dough is stirred gently with a fork until it forms large lumps.
10. The dough is kneaded.
11. The dough is rolled out on an unfloured surface.
12. The dough is rolled out on a floured surface.
13. The dough is rolled out in a circle about 3 mm (1/8 inch.) thick and 2.5 cm (1 inch.) larger than the pie plate.
14. The dough is stretched to fit the pie plate.
15. The dough is gently fitted into the pie plate.
16. The edges of the pie crust are fluted, and the bottom and sides are pricked.
17. The crust is baked in a hot oven until it is lightly browned.
18. The crust is baked in a moderate oven until it is hard.
19. The crust is filled while it is hot.
20. The crust is thoroughly cooled before it is filled.

TEST ITEM 031-04-02

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Too much shortening makes a pie crust:

a. sticky.
b. too firm.
c. easy to roll.
d. difficult to mix.

TEST ITEM 031-04-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Chiffon pie fillings are:

a. flavored meringues.
b. light gelatin puddings.
c. solid gelatin puddings.
d. whipped custards.
Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 04: Demonstrate the principles of planning, preparing and serving pies and pastries.

TEST ITEM 031-04-04

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A pie's top crust:

- a. must never be omitted.
- b. needs vent holes.
- c. must seal the filling.
- d. should have a loose edge.

TEST ITEM 031-04-05

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Water is put in pastry dough:

- a. and beaten in thoroughly.
- b. before cutting in shortening.
- c. after cutting in shortening.
- d. only if it is too stiff.

TEST ITEM 031-04-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Most pastry is supposed to be:

- a. sweet.
- b. strong.
- c. tasty.
- d. flaky.
COMPETENCY 031: Demonstrate the principles of planning, preparing and serving food specialties.

Sub-Competency 05: Demonstrate the principles and preparation techniques for decorative cakes.

TEST ITEM 031-05-01
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for mixing a cake.

_1. Standard mixer with bowls
_2. Coupler
_3. Rubber spatula
_4. Paste food colors
_5. Individual mixing bowls
_6. Toothpicks
_7. Baking pans
_8. Measuring spoons
_9. Serrated knife
_10. Cake circles/squares
_11. Measuring cups
_12. Decorating bags
_13. Trim and turn cake stand
_14. Metal spatula
_15. Decorating tips
_16. Wooden spoons

TEST ITEM 031-05-02
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for mixing icing.

_1. Standard mixer
_2. Coupler
_3. Rubber spatula
_4. Paste food color
_5. Measuring spoons
_6. Serrated knife
_7. Metal spatula
_8. Measuring cups

TEST ITEM 031-05-03
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed for tinting icing.

_1. Standard mixer
_2. Rubber spatula
_3. Mixing bowls
_4. Paste food color
_5. Decorating bag
_6. Metal spatula
_7. Wooden spoon
_8. Toothpicks

TEST ITEM 031-05-04
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed to icing a cake.

_1. Standard mixer
_2. Metal spatula
_3. Rubber spatula
_4. Cake circles/squares
_5. Trim and turn stand
_6. Serrated knife
_7. Measuring cups
_8. Coupler

TEST ITEM 031-05-05
INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those tools that are needed to decorate a cake.

_1. Coupler
_2. Metal spatula
_3. Cake circles/squares
_4. Decorating bags
_5. Decorating tips
_6. Trim and turn stand
_7. Toothpicks
_8. Mixing bowls
TEST ITEM 031-05-06

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

The most versatile of the decorating tips is the:

a. round tip.
b. star tip.
c. leaf tip.
d. ribbon tip.
e. drop flower tip.
TEST ITEM 031-06-01

INSTRUCTIONS TO STUDENTS: Read the clues below. Write C in the blank if the clue describes CRYSTALLINE candy. Write NC in the blank if the clue describes NONCRYSTALLINE candy. If the clue describes BOTH types of candy, write B in the blank.

1. Fudge
2. Caramels
3. Peanut brittle
4. Divinity
5. Toffee
6. Fondant
7. A sugar syrup is used.
8. The sugar syrup is heated to a specific temperature, cooled to a specific temperature, and beaten vigorously.
9. The sugar syrup is heated to a very high temperature.
10. Substances like corn syrup, milk, cream, or butter are added to interfere with crystallization.
11. A candy thermometer is used for accuracy.
12. The use of a heavy saucepan is recommended.
13. For best results, the recipe must be followed exactly.
14. The sugar syrup forms small, fine crystals.
15. The sugar syrup does not form crystals.

TEST ITEM 031-06-02

INSTRUCTIONS TO STUDENTS: Listed below are tools that are needed for making candies. Place an A in the blank by those that are standard kitchen equipment and a B by those that are designed especially for candy making.

1. Candy thermometer
2. Dipping spoon or fork
3. Glass jars with tight-fitting lids
4. Kitchen timer
5. Double boiler
6. Metal cookie sheets
7. Sharp knife
8. Wooden or plastic spoon

TEST ITEM 031-06-03

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank to the left.

Confectionary coating made of a combination of milk colors, vegetable fats and oils.

a. Candy molds
b. Candy melts
c. Truffles
d. Candy mints

FN - 191
**COMPETENCY 032:** Analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

**TEST ITEM 032-00-01**

**INSTRUCTIONS TO STUDENTS:** Match the terms in the left column with the explanations in the right column.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Smorgasbord</td>
<td>A piece of tender meat without bone</td>
</tr>
<tr>
<td>2. Entree</td>
<td>A listing of food offered with prices</td>
</tr>
<tr>
<td>3. Gratuity</td>
<td>Appetizer</td>
</tr>
<tr>
<td>4. Maitre'd</td>
<td>A fixed charge added to bill to pay for entertainment or service</td>
</tr>
<tr>
<td>5. Filet</td>
<td>A type of buffet table containing many varieties of food</td>
</tr>
<tr>
<td>6. Table d'hotel</td>
<td>An itemized cost of food and beverages ordered</td>
</tr>
<tr>
<td>7. Menu</td>
<td>Paying for each dish ordered</td>
</tr>
<tr>
<td>8. Cover charge</td>
<td>A voluntary payment for service</td>
</tr>
<tr>
<td>9. Check</td>
<td>A chief officer who greets you and shows you to your table</td>
</tr>
<tr>
<td>10. Hors d'oeuvre</td>
<td>A meal for which one pays a fixed price</td>
</tr>
</tbody>
</table>

**TEST ITEM 032-00-02**

**INSTRUCTIONS TO STUDENTS:** Match the term in Column B which best corresponds to each description in Column A. Write the letter of the term in the blank space provided in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A long, narrow tube attached to a rubber ball which can be filled with water</td>
<td>A. Baster</td>
</tr>
<tr>
<td>2. A metal container shaped like a box or a bowl that holds the burning charcoal</td>
<td>B. Brazier grill</td>
</tr>
<tr>
<td>3. An incident in which flames develop when fat drippings accumulate on coals</td>
<td>C. Skewer</td>
</tr>
<tr>
<td>4. A spit which turns food over a source of heat</td>
<td>D. Carbon monoxide</td>
</tr>
<tr>
<td>5. A very toxic and deadly gas which has no odor or color</td>
<td>E. Dry-heat method</td>
</tr>
<tr>
<td>6. A frame of bars with spaces between them</td>
<td>F. Fire bowl</td>
</tr>
<tr>
<td>7. A round container that holds burning charcoal and is covered by a metal grid for cooking</td>
<td>G. Flareup</td>
</tr>
<tr>
<td>8. A long, metal rod used for making shish kabobs</td>
<td>H. Grid</td>
</tr>
<tr>
<td>9. A rectangular, cast iron grill</td>
<td>I. Hibachi</td>
</tr>
<tr>
<td>10. Grilling is an example of this method of cooking</td>
<td>J. Moist-heat method</td>
</tr>
<tr>
<td></td>
<td>K. Rotisserie</td>
</tr>
<tr>
<td></td>
<td>L. Tongs</td>
</tr>
</tbody>
</table>

**TEST ITEM 032-00-03**

**INSTRUCTIONS TO STUDENTS:** Choose the correct answer and place the corresponding letter in the blank.

The price stated on the luncheon menu usually does not include the appetizer and:

a. vegetable.  
b. salad.  
c. dessert.  
d. beverage.
COMPETENCY 033: Demonstrate the principles of planning and preparing meals for home and community emergencies.

TEST ITEM 033-00-01
INSTRUCTIONS TO STUDENTS: Select the items that will be appropriate for an emergency shelter.

1. Canned meats and fish
2. Canned vegetables
3. Soups, canned or packaged
4. Ice cream
5. Canned fruits and puddings
6. Fresh fruit
7. Canned crackers and cookies

TEST ITEM 033-00-02
INSTRUCTIONS TO STUDENTS: Write T if the statement is true and F if the statement is false.

1. All food items can be used in an emergency shelter.
2. The sanitary handling of food may be more difficult in emergency situations.
3. Foods suitable for emergency situations are ones which provide nutritional needs and require little or no preparation.

TEST ITEM 033-00-03
INSTRUCTIONS TO STUDENTS: Mr. and Mrs. Jones are in the midst of a hurricane and the electricity is off. They cannot use their range, but they have a variety of foods that do not need a lot of preparation. Mrs. Jones does have a sterno chafing dish. Which of the following combinations can she fix for lunch? (There may be more than one correct answer.)

1. Welsh rabbit, shredded cabbage and raisin salad, crackers, and milk
2. Fried chicken, green beans, celery strips, baked Indian pudding, and hot rolls
3. Canned vegetables, beef soup, peanut butter and jelly sandwich, fruit cup, and milk
4. Baked ham, spiced apples, scalloped potatoes, congealed salad, and ice cream
COMPETENCY 034: Interpret the historical and geographical differences in regional cuisines by preparing, serving, and evaluating these foods.

TEST ITEM 034-00-01
INSTRUCTIONS TO STUDENTS: Below are some menus typical of certain sections of our country. Match the region in Column 2 to the menu in Column 1.

<table>
<thead>
<tr>
<th>Column 1: Menus</th>
<th>Column 2: Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Corned beef, boiled cabbage, beets, new potatoes, boiled onions, cranberry sherbet</td>
<td>A. The Midwest</td>
</tr>
<tr>
<td>2. Taco, enchiladas and refried beans</td>
<td>B. The Southwest</td>
</tr>
<tr>
<td>3. Crispy fried chicken, collard greens, cornbread, pecan pie</td>
<td>C. The Pacific Coast</td>
</tr>
<tr>
<td>4. Fried chicken, mashed potatoes, gravy, corn-on-the cob, apple pie with cheddar cheese</td>
<td>D. The South</td>
</tr>
<tr>
<td>5. Fresh salmon steaks, vegetable salad bowl, blueberries and ice cream</td>
<td>E. New England</td>
</tr>
<tr>
<td></td>
<td>F. Hawaii</td>
</tr>
<tr>
<td></td>
<td>G. The North</td>
</tr>
</tbody>
</table>

TEST ITEM 034-00-02
INSTRUCTIONS TO STUDENTS: Select the letters of the best answers.
The regional character of foods is becoming less distinct. Which statements below are reasons why?

____ a. People traveling frequently to different sections of our country
____ b. People moving from one section of the country to another
____ c. People staying in the same area all their lives
____ d. National advertising of new food products

TEST ITEM 034-00-03
INSTRUCTIONS TO STUDENTS: Select the letters of the best answers.
Differences in food preparation techniques used with the same food are influenced by which of the following?

____ a. Religious significance
____ b. Traditions of one's nationality
____ c. Customs of area or region
____ d. Country's health laws

TEST ITEM 034-00-04
INSTRUCTIONS TO STUDENTS: Which of the following food groups are usually associated with the South Eastern part of the United States?

____ a. Grits, fried chicken, watermelon
____ b. Danish rolls, baked beans, pizza
____ c. Lobster, boiled cabbage, boiled ham
____ d. Tacos, refried beans, biscuits
COMPETENCY 034: Interpret the historical and geographical differences in regional cuisines by preparing, serving and evaluating these foods.

TEST ITEM 034-00-05

INSTRUCTIONS TO STUDENTS: Match the areas on the right with information about them on the left by placing the correct letter in the blank.

1. Poi is a staple food here. A. Alaska
   B. Creole
   C. East Coast
   D. Hawaii
   E. Midwest
   F. North Central Plains
   G. Pennsylvania Dutch
   H. South
   I. Southwest
   J. West

2. This style of cooking was developed by the Germans.
3. This style of cooking in the area around New Orleans was greatly influenced by the French.
4. Region where Spanish and Mexican foods are often used.
5. Large quantities of dairy products are produced here.
6. Fish and wild game are the main sources of protein here.
7. Orientals strongly influenced the cooking in this area.
8. This is the region where most of our hard wheat is grown.
9. Most of our traditional Thanksgiving foods began in this region.
10. Favorite foods in this region include rice, fried chicken, and hominy grits.
COMPETENCY 035: Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-01
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

The use of fruits with meat and vegetables to create a combination of sweet-sour flavors is a:

a. German characteristic.
b. Spanish characteristic.
c. French characteristic.
d. Italian characteristic.

TEST ITEM 035-00-02
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A Mexican dish consisting of a rolled flour or corn tortilla stuffed with a cheese, bean or meat filling, and topped with a tomato sauce.

a. Guacamole
b. Burritos
c. Enchilada
d. Tacos

TEST ITEM 035-00-03
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

The national bread of Mexico; a very thin round pancake made of corn or wheat flour that is rolled out and baked on a griddle.

a. Tortilla
b. Taco
c. Frijoles
d. Tostada

TEST ITEM 035-00-04
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A Japanese one-pot meal in which thinly sliced beef and a variety of Oriental vegetables are stir-fried and then briefly simmered in soy sauce and other seasonings.

a. Chow mein
b. Sushi
c. Teriyaki
d. Sukiyaki

TEST ITEM 035-00-05
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Wide ribbons of pasta that are cooked like macaroni, then layered and baked in an oblong pan along with tomato sauce, ricotta and mozzarella and ground beef.

a. Congallia
b. Lasagne
c. Fettucini
d. Linguine

TEST ITEM 035-00-06
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Shredded cabbage, which is salted, seasoned, and then allowed to ferment in its own juices. German in origin, this food is now a popular topping for the hot dog.

a. Cole slaw
b. Bok choy
c. Sauerkraut
d. Sauerbraten
COMPETENCY 035: Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-07
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

An egg dish of French origin in which stiffly beaten egg whites are folded into a sauce thickened with egg yolks. The mixture is then placed in a round dish and slowly baked in the oven until the top is puffed and browned.

a. Tofu  
b. Souffle  
c. Bouillabaisse  
d. Quiche

TEST ITEM 035-00-08
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

A typical British accompaniment to roast beef, this pudding is made of a batter to which some of the meat drippings are added, then baked in the pan with the roast.

a. Curry pudding  
b. Shepherd's pie  
c. Tapioca pudding  
d. Yorkshire pudding

TEST ITEM 035-00-09
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the letter in the blank.

A hearty, dark Swedish yeast bread typically made of a combination of rye and wheat flours, then flavored with molasses, caraway or anise seeds, and grated orange peel.

a. Limpa  
b. Bagel  
c. Borscht  
d. Pumpernickel

TEST ITEM 035-00-10
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

A starchy fruit that resembles a green banana in appearance; it's often cooked much like the potato by Latin American, Caribbean and African cooks.

a. Kumquat  
b. Plantain  
c. Apfel  
d. Papaya

TEST ITEM 035-00-11
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

A mild, yellow cheese named after the town in Holland where it was first made. Once this cheese is aged, it takes on a tangy flavor.

a. Limburger  
b. Parmesan  
c. Gouda  
d. Mozzarella

TEST ITEM 035-00-12
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

A Greek dessert composed of several layers of paper-thin pastry filled with nuts, butter, and honey and then drenched in a honey- or sugar-sweetened syrup.

a. Cannoli  
b. Baklava  
c. Panettone  
d. Strudel
COMPETENCY 03S: Analyze the differences in international cuisines by preparing and evaluating foods characteristic of different countries.

TEST ITEM 035-00-13
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

A Middle Eastern rice dish to which onions, raisins, and spices are added. The rice is traditionally sautéed in butter, then cooked in broth with the other ingredients; served as a side dish.

a. Pilaf
b. Paella
c. Friskadellar.
d. Riso

TEST ITEM 035-00-14
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

The Japanese word for “bean curd,” i.e., food is actually a kind of cheese made from the milk of the soybean. This high protein food is commonly used in vegetarian recipes.

a. Gouda
b. Limpa
c. Couscous
d. Tofu

TEST ITEM 035-00-15
INSTRUCTIONS TO STUDENTS: Choose the correct answer and write the corresponding letter in the blank.

A French pie consisting of a pastry shell filled with a savory combination of eggs, cream, and cheese. Ham or bacon, seafood or cooked vegetables are often added to the filling.

a. Soufflé
b. Quiche
c. Couscous
d. Crepe

TEST ITEM 035-00-16
INSTRUCTIONS TO STUDENTS: Column A describes Italian foods and ingredients. Column B features the names of Italian foods and ingredients. Write the letter or letters corresponding to the correct answers for each statement in the blank or blanks beside the statement in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A rich fruit and yeast bread</td>
<td>A. Rice and butter</td>
</tr>
<tr>
<td>2. The first course of an Italian meal</td>
<td>B. Pasta, olive oil, and tomato sauce</td>
</tr>
<tr>
<td>3. Herb used in Italian cooking</td>
<td>C. Ricotta</td>
</tr>
<tr>
<td>4. Herb used in Italian cooking</td>
<td>D. Panettone</td>
</tr>
<tr>
<td>5. Popular Italian cheese</td>
<td>E. Antipasto</td>
</tr>
<tr>
<td>6. Popular Italian cheese</td>
<td>F. Espresso</td>
</tr>
<tr>
<td>7. Basic ingredients in northern Italian cooking</td>
<td>G. Parmesan</td>
</tr>
<tr>
<td>8. Basic ingredients in southern Italian cooking</td>
<td>H. Oregano</td>
</tr>
<tr>
<td>9. A popular after-dinner beverage</td>
<td>I. Basil</td>
</tr>
<tr>
<td>10. A favorite Italian pastry</td>
<td>J. Cannoli</td>
</tr>
<tr>
<td></td>
<td>K. Polenta</td>
</tr>
</tbody>
</table>
TEST ITEM 036-00-01
INSTRUCTIONS TO STUDENTS: Select the numbers of the jobs below which are related to the foods and nutrition industry.

1. Kitchen helper
2. Bus boy or bus girl
3. Car hop
4. Telephone operator
5. Waiter or waitress
6. Receptionist
7. Host and hostess
8. Dietitian
9. Bag boy or girl
10. Short order cook
11. Kitchen supervisor
12. Salesperson
13. Airline steward/ess
14. Florist

TEST ITEM 036-00-02
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

The fast food industry is:

a. the fastest growing type of food service business.
b. the slowest growing type of food service business.
c. a slow growing business.
d. the largest single industry.

TEST ITEM 036-00-03
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Which of these would not be the job of a food service employee?

a. Prepare and serve beverages
b. Plan menus
c. Manufacture cookware
d. Bake bread

TEST ITEM 036-00-04
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Which of the following careers does not require knowledge of cooking or food management?

a. Chef
b. Cake decorator
c. Restaurant host or hostess
d. Caterer's assistant

TEST ITEM 036-00-05
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

Generally, to be successful in a food service training program, the learner must:

a. be willing to learn.
b. have a high intelligence.
c. be well liked by teachers and classmates.
d. have a previous knowledge of the field to be studied.

TEST ITEM 036-00-06
INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

An individual who prepares food for homes, private clubs, weddings, and other kinds of parties is a:

a. waiter.
b. bus boy or girl.
c. dietitian.
d. caterer.
TEST ITEM 036-00-07

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___ The best paying position in food service would be:
   a. cook's helper.
   b. stock assistant.
   c. dietitian.
   d. bake station manager.

TEST ITEM 036-00-08

INSTRUCTIONS TO STUDENTS: Indicate the letter representing the best possible answer.

___ An inexperienced person in food service should apply for the position of:
   a. chef.
   b. assistant buyer.
   c. cook's helper.
   d. dietitian.

TEST ITEM 036-00-09

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___ A restaurant storeroom helper's job would be:
   a. deliver supplies to the cook.
   b. prepare requisitions for food purchases.
   c. reorder foods which are nutritious.
   d. plan menus based on food available.

TEST ITEM 036-00-10

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___ Which of the following descriptions is acceptable job interview behavior?
   a. The interviewee should start the conversation.
   b. Speak frankly and critically about previous employer.
   c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
   d. Exaggerate qualifications to insure a good impression.

TEST ITEM 036-00-11

INSTRUCTIONS TO STUDENTS: Choose the correct answer and place the corresponding letter in the blank.

___ Tests are sometimes given before a person is hired. Which of the statements listed below is not a reason tests are given?
   a. Survey economic background
   b. Sample reasoning
   c. Reveal aptitude
   d. Measure mathematical skills
**COMPETENCY 036**: Identify career opportunities in the foods and nutrition field.

**TEST ITEM 036-00-12**

**INSTRUCTIONS TO STUDENTS**: Match the terms on the right with the definitions on the left by placing the correct letter in the blank.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Busperson</td>
<td>1. A chief cook</td>
</tr>
<tr>
<td>B. Chef</td>
<td>2. A type of food service used when distances are great</td>
</tr>
<tr>
<td>C. Dietitian</td>
<td>3. A type of kitchen in which new recipes are often developed</td>
</tr>
<tr>
<td>D. Experimental</td>
<td>4. A type of dietitian who plans diets for those with certain illnesses</td>
</tr>
<tr>
<td>E. Home Economist</td>
<td>5. A person who clears and resets tables in restaurants</td>
</tr>
<tr>
<td>F. Journalism</td>
<td>6. A type of dietitian who conducts experiments on foods</td>
</tr>
<tr>
<td>G. Research</td>
<td>7. A college graduate specializing in home economics</td>
</tr>
<tr>
<td>H. Technical</td>
<td>8. A type of school that offers programs in food service</td>
</tr>
<tr>
<td>I. Therapeutic</td>
<td>9. A college graduate specially trained to deal with food needs of people</td>
</tr>
<tr>
<td>J. Vending</td>
<td>10. A career combined with home economics when booklets are written</td>
</tr>
<tr>
<td>001-00-01</td>
<td>002-00-01</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
<td>e.</td>
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<thead>
<tr>
<th>001-00-02</th>
<th>002-00-02</th>
<th>003-00-05</th>
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<tbody>
<tr>
<td>b.</td>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>d.</td>
<td>b.</td>
<td>b.</td>
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<tr>
<td></td>
<td>c.</td>
<td>c.</td>
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<table>
<thead>
<tr>
<th>001-00-03</th>
<th>002-00-03</th>
<th>003-00-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>1. F</td>
<td>1. F</td>
</tr>
<tr>
<td>b. Yes</td>
<td>2. T</td>
<td>2. F</td>
</tr>
<tr>
<td>c. Yes</td>
<td>3. T</td>
<td>3. F</td>
</tr>
<tr>
<td>d. Yes</td>
<td>4. F</td>
<td>4. T</td>
</tr>
<tr>
<td>e. Yes</td>
<td></td>
<td></td>
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<tr>
<th>001-00-04</th>
<th>002-00-04</th>
<th>003-00-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. No</td>
<td>2. F</td>
<td>b.</td>
</tr>
<tr>
<td>c. Yes</td>
<td>3. F</td>
<td>d.</td>
</tr>
<tr>
<td>d. No</td>
<td>4. F</td>
<td></td>
</tr>
<tr>
<td>e. No</td>
<td>5. T</td>
<td></td>
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006-00-03
(1) (2)
1. B G
2. A G
3. A E
4. C E
5. C F
6. D H
7. D H
8. A H
9. C F
10. D H
11. C E
12. B G
13. D H

006-00-04
d.
006-00-05
a.
006-00-06
d.
006-00-07
a.
006-00-08
b.
006-00-09
d.
006-00-10
d.
006-00-11
a.
006-00-12
c.
006-00-13
b.
006-00-14
a.
006-00-15
d.
006-00-16
b.
006-00-17
a.
006-00-18
c.
006-00-19
b.
006-00-20
d.
006-00-21
d.
006-00-22
b.
006-00-23
d.
006-00-24
a.
006-00-25
1. C
2. B
3. B
4. D
5. A
6. B
7. A
8. D
9. A
10. C
11. 4
12. 4
13. 2
14. 4
15. Daily Food Guide

006-00-26
Answers will vary with each classroom situation.

007-00-03
c.
007-00-04
a.
b.
c.
007-00-05
b.
007-00-06
e.
007-00-07
e.
007-00-08
b.
007-00-09
b.
007-00-10
c.
007-00-11
a.
007-00-12
a.
007-00-13
b.
007-00-14
b.
007-00-15
d.
007-00-16
d.
007-00-17
d.
008-00-01
Answers will vary with each classroom situation

008-00-02
Answers will vary with each classroom situation.

008-00-03

008-00-04

b.

008-00-05

d.

008-00-06
e.

008-00-07
c.

008-00-08
e.

009-00-01

1. B
2. A
3. B
4. C
5. C
6. B

009-00-02

b.

009-00-03
d.

009-00-04

a.
b.
d.

009-00-05

e.

009-00-06

a.
c.

009-00-07

1. c.
2. c.
3. b.

010-00-01

a.
c.
e.

010-00-02

1. No
2. No
3. No
4. Yes
5. Yes
6. Yes
7. No
8. No

010-00-03

a.

010-00-04

c.

010-00-05

b.

010-00-06

d.

010-00-07

a.
c.
d.

010-00-08

f.
g.
h.

011-00-01

1. b
2. a
3. b
4. c
5. b
6. c
7. a
8. c
9. a
10. b

011-00-02

1: B
2. C
3. A
4. C
5. A
6. B
7. A
8. C
9. A
10. B

011-00-03

1. F
2. J
3. I
4. A
5. C
6. E
7. H
8. I

012-00-01

b.
c.
d.

012-00-02

a.
b.
d.

012-00-03

Answers will vary with each classroom situation.

012-00-04

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2. C
3. A
4. C
5. C
6. C
7. B
8. B
9. A
10. B
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<td>1. C</td>
<td>c.</td>
<td>a. Ladle</td>
</tr>
<tr>
<td>2. F</td>
<td></td>
<td>b. Slotted spoon</td>
</tr>
<tr>
<td>3. A</td>
<td></td>
<td>c. Rotary beater</td>
</tr>
<tr>
<td>4. B</td>
<td></td>
<td>d. Tongs</td>
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<td>5. E</td>
<td></td>
<td>e. Wooden spoon</td>
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<tr>
<td>Pastry board</td>
<td>d.</td>
<td>f. Wire whisk</td>
</tr>
<tr>
<td>Pastry blender</td>
<td></td>
<td>g. Cooking spoon</td>
</tr>
<tr>
<td>Measuring spoons</td>
<td></td>
<td>h. Turning fork</td>
</tr>
<tr>
<td>Liquid measuring cup</td>
<td></td>
<td>i. Wire whisk</td>
</tr>
<tr>
<td>Rolling pin</td>
<td></td>
<td>j. Turning fork</td>
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<tr>
<td>2. E</td>
<td>2. I</td>
<td>b. Strainer</td>
</tr>
<tr>
<td>4. A</td>
<td>4. D</td>
<td>014-00-10</td>
</tr>
<tr>
<td>5. B</td>
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<tr>
<td>a.</td>
<td>1. L</td>
<td>a. Nested measuring cups</td>
</tr>
<tr>
<td>b.</td>
<td>2. O</td>
<td>b. Liquid measuring cups</td>
</tr>
<tr>
<td>c.</td>
<td>3. J</td>
<td>c. Straight-edged spatula</td>
</tr>
<tr>
<td>d.</td>
<td>4. E</td>
<td>d. Measuring spoons</td>
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<tbody>
<tr>
<td>2. E</td>
<td>2. F</td>
<td>b. Griddle</td>
</tr>
<tr>
<td>5. G</td>
<td>5. G</td>
<td>e. Saucepans</td>
</tr>
<tr>
<td>6. B</td>
<td>6. H</td>
<td>014-00-10</td>
</tr>
<tr>
<td></td>
<td>9. C</td>
<td>d. Scouring pad</td>
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<tr>
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<tr>
<td>b.</td>
<td>2. F</td>
<td>b. Griddle</td>
</tr>
<tr>
<td>c.</td>
<td>3. E</td>
<td>c. Double boiler</td>
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<tr>
<td>d.</td>
<td>4. A</td>
<td>d. Dutch oven</td>
</tr>
<tr>
<td>f.</td>
<td>5. G</td>
<td>e. Saucepans</td>
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<tr>
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<td>a. Dish drainer</td>
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<tr>
<td>b.</td>
<td>2. E</td>
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<tr>
<td>c.</td>
<td>3. F</td>
<td>c. Dish pan</td>
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<td>d.</td>
<td>4. D</td>
<td>d. Scouring pad</td>
</tr>
<tr>
<td>f.</td>
<td>5. H</td>
<td>e. Bottle brush</td>
</tr>
<tr>
<td>c.</td>
<td>6. B</td>
<td>f. Vegetable brush</td>
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29c
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<td>2. E</td>
<td>2. A</td>
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<td>c. Rolling pin with cover</td>
<td>3. D</td>
<td>3. F</td>
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<tr>
<td>e. Pastry blender</td>
<td>5. A</td>
<td>5. G</td>
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<tr>
<td>f. Funnel</td>
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<td>6. C</td>
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<tr>
<td>g. Can opener</td>
<td></td>
<td></td>
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<tr>
<td>h. Meat thermometer</td>
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<tr>
<td>i. Bottle opener</td>
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<td></td>
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<tr>
<td>j. Deep fat/candy thermometer</td>
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<td>k. Molds</td>
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<td>l. Melon ball cutter</td>
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Answers will vary with each classroom situation.

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<td>e.</td>
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<td>4. D</td>
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<td>4. D</td>
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<td>e.</td>
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<tr>
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<tr>
<td>d.</td>
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<td>4. D</td>
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<tr>
<td>e.</td>
<td></td>
<td>5. G</td>
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Answers will vary with each classroom situation.
1. J
2. F
3. G
4. B
5. A
6. I
7. C
8. D

018-01-06

018-05-01

018-06-05

1. G
2. D
3. H
4. C
5. I
6. E
7. B
1. G
2. D
3. H
4. C
5. I
6. E
7. B

018-05-02

018-05-03

018-05-04

018-05-05

018-05-06

018-06-01

018-06-02

018-06-03

018-06-04

018-06-06

018-06-07

1. b
2. a
3. a
4. b
5. a
6. b
7. b
1. b
2. a
3. a
4. b
5. a
6. b
7. b

019-00-01

019-00-02

019-00-03

019-00-04

1. b
2. a
3. a
4. b
5. a
6. b
7. b
1. b
2. a
3. a
4. b
5. a
6. b
7. b

b. batter
flour, baking powder, salt, shortening, sugar, milk and eggs
baking powder
flour
shortening
salt
baking soda and yeast
muffin, biscuit

018-01-07

018-01-08

018-01-09

018-01-10

018-01-11

018-01-12

018-01-13

018-01-14

018-01-15

018-01-16

018-01-17

018-01-18

018-05-07

018-05-08

FN - 208
019-00-05
1. F
2. D
3. A
4. B
5. G

019-00-06
1. D
2. F
3. I
4. G
5. B
6. H
7. C
8. J
9. A
10. E

019-00-07
1.
2.
3.
4.
5.
6.
7.

019-02-01
a.

019-02-02
b.

019-02-03
b.

019-02-04
a.

019-02-05
1. E
2. D
3. F
4. C
5. B

019-02-06
Answers will vary with each classroom situation.

019-02-07
1. H
2. B
3. E
4. D
5. F
6. A
7. J
8. I

020-00-02
1. C
2. I
3. I
4. C
5. C
6. C
7. C
8. C
9. I
10. C
11. C
12. C
13. C
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031-01-14
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031-01-15
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031-01-16
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RESOURCES
REFERENCES AND RESOURCES

Foods and Nutrition I and II

CURRICULUM GUIDES


A.2 Family Living Guide. Oklahoma State Department of Vocational and Technical Education. Curriculum and Instructional Materials Center, Stillwater, Oklahoma 74074.

A.3 Foods and Nutrition Curriculum Guide. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706.

A.4 Take Control! Manage Your Weight to Look Good and Feel Great! A Curriculum Guide in Adolescent Nutrition and Weight Management. Division of Child Nutrition, Department of Public Instruction, Raleigh, North Carolina 27603-1712.

A.5 Teens, Foods, Fitness and Sports. Division of Child Nutrition, Department of Public Instruction, Raleigh, North Carolina 27603-1712.

BOOKS


B.4 Exploring International Foods, Travel China, Italy and Mexico. Debus, Zellditz and Zellditz. South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.


B.12 Jane Brody's Nutrition Book. Brody, Jane. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room N11, Post Office Box 802, Culver City, California 90232-0802.


B.14 The Athlete's Kitchen. Clarke, Nancy. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room N11, Post Office Box 802, Culver City, California 90232-0802.


TEACHER RESOURCE GUIDES


STUDENT ACTIVITY GUIDES


D.5 Young Living Student Guide. Stone, Deborah. Glencoe Publishing Company - Bennett and McKnight, 809 West Detweiller Drive, Peoria, Illinois 61615.

SPECIAL INSTRUCTIONAL KITS


E.2 Nutrition Knowledge and Interest Questionnaire. Teachers' College Press, 123 Amsterdam Avenue, New York, New York 10027.

E.3 Project Nutrition - A Nutrition Education Unit. Kellogg Company, Kellogg's Project Nutrition Unit, Post Office Box 9113, St. Paul, Minnesota 55191.

PERIODICALS


F.3 Family Circle Magazine. Family Circle, Post Office Box 10752, Des Moines, Iowa 50340.


F.7 Woman's Day. Women's Day Magazine, 200 North 12th Street, Newark, New Jersey 07107.

BOOKLETS

G.1 Ball Home Preservation, Ball Corporation, Muncie, Indiana.


G.5 Going Vegetarian. A Guide for Teenagers. Fretz. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802.


G.8 The Baker's Dozen. Fleischmann's Bake-It Easy Yeast Book, Fleischmann's Yeast Educational Programs, Post Office Box 2695, Grand Central Station, New York, New York 10017.


G.11 Your Food Dollar. Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, Illinois 60070.
PAMPHLETS


AUDIO-VISUALS

I.1 Advanced Grocery Shopping. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Multi-media kit).

I.2 An Introduction to Nutrition: An Overview of Nutrition; Protein, Carbohydrate and Fat; Vitamins and Minerals; Food Processing and Additives; Diet Fads and Fancies; Food and Society. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room N11, Post Office Box 802, Culver City, California 90232-0802. (Filmstrips with casette).


I.4 Apples to Zucchini. Microwave Cooking Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).


I.6 Baking: Cakes, Cookies and Decorations - Cakes: Mixing and Baking; Cakes: Fillings and Finishes; Cake Decoration; Cookies. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Filmstrip series).

I.7 Baking Pastry: Pies, Puff Pastry - Pastry Products. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Filmstrips with cassette).

I.8 Baking: Yeast Raised Products. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (3 Filmstrips with cassette).


I.10 Better Breakfasts and Brunches. Cook For The Health Of It Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).
I.11 Biscuits, Plain and Fancy. General Mills Film Center, Post Office Box 113, Minneapolis, Minnesota 55340. (Filmstrip with slides).


I.13 Breakfast, 4-4-3-2 Way, Cook For The Health Of It Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.14 Broiling and Grilling. The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).


I.16 Celebrate With Cake. General Mills Film Center, Post Office Box 113, Minneapolis, Minnesota 55340. (Filmstrip with slides).


I.18 Cheese From The Cow to The Finished Dish. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Color slides).


I.20 Common Sense Snacking, Cook For The Health Of It Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).


I.22 Convenience Cookery. General Mills, Incorporated, Post Office Box 113, Minneapolis, Minnesota 55340.

I.23 Cookie Craft. General Mills Film Center, Post Office Box 113, Minneapolis, Minnesota 55340. (Filmstrip with slides).

I.24 Cooking For The Health Of It Series: Goals and Guidelines for Healthful Cooking; Better Breakfasts and Brunches; Lite Lunches and Sensible Suppers; Light Style Gourmet Dinners - Parts I and II; Commonsense Snacking; Delightful Desserts; Eating Out. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (8 Filmstrips with cassette). Titles can be purchased individually.

I.26 Cooking for One or Two - The Basics; Planning; Recipe Reduction and Consumer Insights; Preparation. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Video cassette or filmstrip with cassette).

I.27 Cultures and Cuisines - The American Ethnic Food Series: French Culture and Cuisine; French Cooking Made Easy; Cultural Influence on Food Choices; Vegetarian Culture and Cuisine; Vegetarian Cooking Made Easy; Black American Culture and Cuisine; Soul Food Cooking Made Easy; Chinese-American Culture and Cuisine; Chinese Cooking Made Easy; Native American Culture and Cuisine; Native American Cooking Made Easy; Italian-American Culture and Cuisine; Italian Cooking Made Easy; German-American Culture and Cuisine; German Cooking Made Easy; Mexican-American Culture and Cuisine; Mexican Cooking Made Easy. Butterick Publishing Division, Glencoe Publishing Company, Incorporated, 17337 Ventura Boulevard, Encino, California 91316. (Multi-media kits).


I.29 Entertainment Extras. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Filmstrip with cassette).

I.30 Feeding Young Children. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).


I.33 Food Dollars and Sense. Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, Illinois 60070. (Filmstrip with cassette).


I.35 Food for Older Folks. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).


I.37 Food Preparation Techniques: Meats, Seafood and Poultry; Vegetables and Fruits; Salads; Sandwiches; Stocks, Sauces and Gravies. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Multi-media series). Each title can be purchased individually.

I.38 Food Processors, Blenders and Mixers - Small Kitchen Equipment Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

1.40 Frying and Baking Fundamentals. Proctor and Gamble Educational Services, 2261 Spring Grove Avenue, Cincinnati, Ohio 45214. (Filmstrip with cassette).


1.42 Homemade Breads. General Mills Film Center, Post Office Box 113, Minneapolis, Minnesota 55340. (Filmstrip with cassette).

1.43 How to Buy Beef. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with slides).

1.44 How to Buy Eggs. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with slides).

1.45 How to Eat Well Economically. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Filmstrip with cassette).

1.46 How to Lose Weight. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (2 filmstrips with cassette).


1.48 Identification of Meat Cuts. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with slides).


1.52 Label Literacy: How to Read Food Packaging. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Filmstrip with cassette).

1.53 Marvels of Microwave. (Corning Educational Kit) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Multi-media kit).


I.58 Microwave Cooking. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Video tape).


I.60 Microwave Cooking Explained: Oven Background, Cooking Utensils and Coverings, Basic Cooking Information, Defrosting and Reheating Techniques, Menu Planning. Teaching Aid, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip series or video tape).

I.61 Microwave Cooking Series: Apples to Zucchini; Entertaining Extraordinaire. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette). Titles may be purchased individually.


I.63 Milk The Magnificent. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

I.64 Modern Food Preservation Series: Drying Foods at Home; Freezing Foods at Home; Home Canning; Jams, Jellies and Preserves; Pickling, Curing and Smoking. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (6 filmstrips with cassette).

I.65 Nutrition and Exercise. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (2 filmstrips with cassette).


I.68 Nutrition for the Runner (and Other Athletes). Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrip with cassette).


1.73 Oven-Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).

1.74 Playing It Safe With Food. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).

1.75 Pre-Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).


1.77 Principles of Weight Control. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room III, Post Office Box 802, Culver City, California 90232-0802. (Filmstrip with cassette).

1.78 Put Nutrition to Work: Good Nutrition - True or False; Energy Balance - Your Key to Weight Control; Choosing Food for Good Nutrition; Mealtime - Anytime; Eating Out. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Set of five filmstrips).


1.80 Salt Sodium in Daily Diets. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room III, Post Office Box 802, Culver City, California 90232-0802. (Filmstrip with cassette).

1.81 Sanitation and Cleanliness in the Kitchen. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Color slides).

1.82 Selecting Tableware: Part II of Home Decorating Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).

1.83 Shoppers' Specials, Coupons, Discounts, Samples and Sales. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Multi-media kit).

1.84 Slow Cooking: Small Cooking Equipment Series. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).
I.85 Small Appliance Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).


I.88 Spending Your Food Dollars. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Filmstrip with cassette).


I.91 Surface Cooking: The Language of Cooking Series. Teaching Aids, Incorporated, Post Office Box 1798, Costa Mesa, California 92628-0798. (Filmstrip with cassette).

I.92 The Best Little Girl in the World. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrips with cassette).

I.93 The Diet and Nutrition Test. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Video cassette).


I.95 The Names In The Cooking Game. Franklin Clay Films, Post Office Box 2213, Costa Mesa, California 92627. (Multi-media kit).

I.96 The New Nutrition, What It Means To Teenagers. (Pleasantville Media) Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Filmstrips with cassette).


I.98 Variety In Meal Planning. Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. (Educational Unit).


I.101 Vegetarianism, Healthful Eating. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (2 filmstrips with cassette).

I.102 What's In The Food? What You Should Know About Additives. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Filmstrip with cassette).

I.103 Winning The Grocery Game. Career Aids, Incorporated, 20417 Nordhoff Street, Department VM, Chatsworth, California 91311. (Multi-media kit).

I.104 World Hunger: What's The Solution? Health Education Services, A Division of Social Studies School of Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. (Multi-media kit).

I.105 World In Your Kitchen Series: Chinese Cooking; Danish Cooking; French Cooking; Greek Cooking; Italian Cooking. Learning Arts, Post Office Box 179, Wichita, Kansas 67201. (Video tapes). Each tape may be purchased individually.


COMPUTER PROGRAMS


J.5 Master Control. (A Diet and Exercise Program ) Career Aids, Incorporated, 20417 Nordhoff, Street, Department VM, Chatsworth, California 91311. IBM-PC, 128k.

J.6 Munchies. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. Apple, IBM-PC, TRS-80.


J.9 Placesetting, Meal Service and Table Manners. (Orange Juice Software Systems) Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Apple II, II Plus, IIe, IIc.


J.14 Weightcalc. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. Apple, IBM-PC, TRS-80.


J.16 You Are What You Eat. Health Education Services, A Division of Social Studies School Services, 10,000 Culver Boulevard, Room NII, Post Office Box 802, Culver City, California 90232-0802. Apple, IBM-PC, TRS-80.