

NATIONAL TEACHING COUNCIL

CONTENT DEVELOPMENT FOR FOOD AND NUTRITION

S/N	CONTENT AREAS	COMPETENCIES	DESCRIPTIVE STATEMENTS
1.	NUTRITION AND HEALTH	<ul style="list-style-type: none"> ▪ Demonstrate basic knowledge about food, its nutritive value and utilization. ▪ Demonstrate understanding between nutrition and health. An understanding is developed based on using whatever is taught. 	<ul style="list-style-type: none"> ▪ Explain nutrition and its related terms. ▪ Identify the nutrients found in food. ▪ Outline the importance of food. ▪ Classify food into groups. ▪ Regroup food items into three functional groups. ▪ Explain factors that influence the formation of food habits. ▪ Describe the functions and the organs involved with the digestion and absorption of food nutrients.
2.	FOOD LABORATORY AND EQUIPMENT	<ul style="list-style-type: none"> ▪ Recognize the need for efficiency in planning the kitchen and in the selection, use and care of kitchen equipment. ▪ Demonstrate an understanding of the importance of sanitation in the kitchen, food preparation and service. 	<ul style="list-style-type: none"> ▪ Group kitchen equipment into its main classes by size and function. ▪ Describe how to choose, care for and maintain the different equipment. ▪ Compare the types of fuel in terms of efficiency. ▪ Suggest measures to be taken to ensure personal, kitchen and food hygiene. ▪ Explain the causes of kitchen accidents.

3.	COOKING OF FOOD	<ul style="list-style-type: none"> ▪ Analyze the principles underlying the cooking of food. ▪ Demonstrate knowledge of the various ways of heat transfer and apply them in cooking food. 	<ul style="list-style-type: none"> ▪ Identify reasons for cooking food. ▪ Explain the principles underlying the three ways of heat transfer. ▪ Describe the various ways of cooking food.
4.	FOOD COMMODITIES	<ul style="list-style-type: none"> ▪ Identify the various food commodities, their choices, nutritive value, preparation, and service. ▪ Demonstrate understanding of two types of heat which affect the various commodities. These types of heats are moist and dry. Each has its own effects on the various commodities. For example, the effect of dry heat on starch is different from moist heat on the same starch. Starch is a carbohydrate which dextrinizes in the presence of dry heat but gelatinizes when in contact with moist heat. 	<ul style="list-style-type: none"> ▪ Prepare and serve various food commodities. ▪ Distinguish between the effects of moist heat and dry heat on the various food commodities. ▪ State the functions of food additives in our diet.
5.	FOOD STORAGE AND PRESERVATION.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of the principles underlying food storage and preservation. 	<ul style="list-style-type: none"> ▪ Describe various methods of food preservation. ▪ Differentiate between food storage and food preservation.
6.	FLOUR COOKERY	<ul style="list-style-type: none"> ▪ Understand the principles underlying flour cookery. ▪ Analyze the use of various raising agents in flour cookery. 	<ul style="list-style-type: none"> ▪ Identify the various types of flour and their uses. ▪ Identify the basic ingredients used in flour cookery.

			<ul style="list-style-type: none"> ▪ Explain the importance of each ingredient to the success of the dish. ▪ State the types and sources of raising agents.
7.	FAMILY MEAL MANAGEMENT	<ul style="list-style-type: none"> ▪ Acquire skills in planning meals to meet individual health and family needs. ▪ Develop skills using leftover and convenience foods in food preparation. 	<ul style="list-style-type: none"> ▪ State reasons for planning meals. ▪ Explain the factors to consider when planning meals. ▪ Examine the precautions to take when planning meals. ▪ State the rules to observe in the use of leftover foods. ▪ Outline the advantages and disadvantages of the use of convenience foods.
8.	THE ART OF ENTERTAINING	<ul style="list-style-type: none"> ▪ Demonstrate understanding of different forms of food service styles. ▪ Practice basic food etiquette/ table manners. 	<ul style="list-style-type: none"> ▪ Explain points to consider when selecting a type of party. ▪ Apply the concept of appropriate table manners/ etiquette during meals.
9.	EXPERIMENTAL COOKERY	<ul style="list-style-type: none"> ▪ Demonstrate knowledge and skills in developing recipes. 	<ul style="list-style-type: none"> ▪ Explain the importance of research in food and nutrition.
10.	THE FOOD INDUSTRY AND EXHIBITION	<ul style="list-style-type: none"> ▪ Demonstrate understanding in career opportunities in food and nutrition. Students are opened to various career opportunities. They are therefore able to select suitable / appropriate careers to be pursued after their course. 	<ul style="list-style-type: none"> ▪ Outline guidelines for shopping that leads to wise food purchases ▪ Identify the types of exhibition

		<ul style="list-style-type: none">▪ Utilize appropriate strategies to boost the marketing of food products	
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TABLE OF SPECIFICATION FOR FOOD AND NUTRITION

DoK	LEVEL 1 (RECALL)	LEVEL 2 (SKILL/CONCEPT)	LEVEL 3 (STRATEGIC THINKING)	LEVEL 4 (EXTENDED THINKING)	TOTAL
CONTENT					
NUTRITION AND HEALTH	2	5	5	4	16
FOOD LABORATORY AND EQUIPMENT	2	4	4	2	12
COOKING OF FOOD	2	3	4	3	12
FOOD COMMODITIES	2	4	5	4	15
FOOD STORAGE AND PRESERVATION	2	1	2	3	08
FLOUR COOKERY AND CONFECTIONERY	0	3	4	5	12
FAMILY MEALS MANAGEMENT	2	3	2	3	10
THE ART OF ENTERTAINING	2	1	1	2	06
EXPERIMENTAL COOKERY	1	1	2	2	06
FOOD INDUSTRY AND EXHIBITION	0	0	1	2	03
TOTALS IN PERCENTAGE.	15%	25%	30%	30%	100