



# Howard Lake-Waverly-Winsted ISD #2687

"Excellence through Education"



## NEW COURSE PROPOSAL

- Step 1: Communicate with the Principal about the new course.
- Step 2: Complete this form fully. .
- Step 3: Obtain required signatures.
- Step 4: Submit to Counseling Department.
- Step 5: Counseling Department adds items in RED to SYNERGY.

### Course Background

Name of proposed course name: Food Products and Processing

Date of proposed new course (school year it would begin): 2025-2026

Department submitting proposal: AFNR

Staff member name submitting proposal: Seena Glessing

Is the proposed course replacing an existing course?  YES  NO

If so, what course is being replaced? Foods2

Rationale (include reasons why this proposal needs to be considered outside the curriculum cycle):

Update course alignments to current staffing levels

Type of course:  Required  Elective

Prerequisite(s): Intro to Foods

Course Duration:  Semester  Full Year

Grade Levels:  9<sup>th</sup> Grade  10<sup>th</sup> Grade  11<sup>th</sup> Grade  12<sup>th</sup> Grade

MN Academic Standards: See syllabus

### Course Description:

This class will focus on producing, harvesting, processing and preserving food products. We will focus on: canning, dehydrating, freezing and other preservation methods for both vegetables and meat. Students will have an opportunity to create their own food proc

See syllabus

Scheduling Considerations (# of semesters, alternating years, grade levels allowed, etc.):

n/a

### Estimated Costs

Resources/Textbook (list title, copyright date, publisher, and cost):

n/a

Curriculum Writing Needs (# of hours needed for curriculum mapping and writing essential standards):

n/a

Staff Development Needs (additional training staff needs to teach the course): professional development with local meat processor

Staff Impact (who will teach the course, effect on dept. staffing, effect on other depts. +/-, student/staff ratio, etc.): n/a

Facility Impact (any special consideration for space, equipment, etc.): \_\_\_\_\_  
\*may need updates to meet specific standards, only if using for outside consumption

**Required Signatures:**

Department Chair: Sama Ghossein Date: 11/1/24

Curriculum Director: [Signature] Date: 11/13/24

Principal: [Signature] Date: 11/13/24

After obtaining the required signatures, submit to Counseling Department. Counseling Department will add to Synergy.

**Final Approval Signature:**

Principal/Superintendent/Board: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Notes:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Curriculum/Counseling Department Use Only:**

**Synergy District Course:**

Course ID Assignment: \_\_\_\_\_  
Academic Type: \_\_\_\_\_  
Course Subject Area: \_\_\_\_\_  
STAR Assignment: \_\_\_\_\_  
STAR Grade Level: \_\_\_\_\_  
(If not 9-12, mark with the lowest grade offered.)

**National Course Classification:**

Subject Area: \_\_\_\_\_  
Course Level: \_\_\_\_\_  
Course Code: \_\_\_\_\_

**State Course Classification:**

Course Record Type: \_\_\_\_\_  
Subject Area: \_\_\_\_\_  
Course Level: \_\_\_\_\_  
Standard Addressed: \_\_\_\_\_  
AP Indicator:  (Remember to fill in - AP Test Group Name)

**Civil Rights Data Collection:**

CRDC Subject Area: \_\_\_\_\_  
CRDC Course Code: \_\_\_\_\_  
Federal AP Code: \_\_\_\_\_

**College In Schools Courses:**

College Prep:   
College Approved:   
Dual Credit:   
Course Level: Dual/Concurrent Enrollment  
(Check the Dual/Concurrent Box in State Course)  
College Code: \_\_\_\_\_  
College Course Code: \_\_\_\_\_  
College Course Title: \_\_\_\_\_  
College Course Credits:  2  3  4  
College Name: \_\_\_\_\_

# Food Products and Processing

Howard Lake-Waverly-Winsted High School  
Grade Level: 11-12  
1 Semester = .5 credit elective

<b>Teacher:</b>	Ms. Seena Glessing
<b>Contact Information:</b>	sglessing@hlww.k12.mn.us 320-543-3900 ext. 4134 (Foods)
<b>Course Information:</b>	<p>This class will focus on producing, harvesting, processing and preserving food products. We will focus on: canning, dehydrating, freezing and other preservation methods for both vegetables and meat. Students will have an opportunity to create their own food product before the end of the class. A portion of the course will focus on Meat Cutting including: retail cut identification, cutting retail cuts from hogs and beef, further processed product production.</p> <ul style="list-style-type: none"> <li>● <b>There is a suggested classroom donation to assist in the cost of ingredients for multiple food labs.</b></li> </ul>
<b>Course Goals:</b>	<p><b>MN.FPP.01. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</b></p> <p>FPP.01.01.01.c. Construct plans that ensure implementation of safety programs for food products and processing facilities.</p> <p>FPP.01.01.02.a. Research and categorize types of equipment used in food products and processing systems.</p> <p>FPP.01.02.01.b. Outline procedures to eliminate possible contamination hazards associated with food products and processing.</p> <p>FPP.01.02.02.b. Construct plans that ensure implementation of safe handling procedures on food products.</p> <p>FPP.01.02.03.b. Design and construct experiments for quality assurance tests on food products.</p> <p>FPP.01.03.01.b. Analyze characteristics of food products and determine appropriate storage procedures</p> <p>FPP.01.03.02.b. Demonstrate and explain methods of documentation procedures within food products and processing systems.</p> <p><b>MN.FPP.02. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.</b></p> <p>FPP.02.02.02.a. Identify common food additives and identify their properties (e.g., preservatives, antioxidants, buffers, stabilizers, colors, flavors, etc.).</p> <p>FPP.02.03.01.c. Determine a strategy to prepare and label foods according to the established standards of regulatory agencies.</p> <p>FPP.02.03.02.c. Design new food products that meet a variety of goals (e.g., consumer preferences, market, nutritional needs, regulatory requirements, etc.).</p> <p><b>MN.FPP.03. Select and process food products for storage, distribution and consumption.</b></p> <p>FPP.03.01.01.b. Analyze factors that affect quality and yield grades of food products.</p> <p>FPP.03.01.02.c. Develop, apply and evaluate care and handling procedures to maintain original food quality and yield.</p>

	<p>FPP.03.01.03.a. Identify and describe protocols for inspection and harvesting techniques for animal food products (e.g., pre-mortem and post-mortem inspections, Food Safety Inspection Service guidelines (FSIS), etc.).</p> <p>FPP.03.01.04.b. Examine and summarize desirable qualities of food products derived from different classifications of food products.</p> <p>FPP.03.02.01.b. Compare weights and measurements of products and perform conversions between units of measure.</p> <p>FPP.03.02.02.b. Outline appropriate methods and prepare foods for sale and distribution for different markets.</p> <p>FPP.03.02.03.c. Devise and apply strategies to preserve different foods using various methods and techniques.</p> <p>FPP.03.02.04.c. Construct and implement methods of selecting packaging materials to store a variety of food products.</p> <p>FPP.03.03.02.b. Interpret safety procedures used in food distribution to ensure a safe product is being delivered to consumers.</p> <p>FPP.03.03.03.b. Assess and explain how market demand for food products influences the distribution of food products.</p> <p><b>MN.FPP.04. Explain the scope of the food industry and the historical and current developments of food product and processing.</b></p> <p>FPP.04.01.02.b. Construct and implement methods to obtain data on food consumer trends in a specific market.</p> <p>FPP.04.01.03.a. Compare and contrast cultural differences regarding food products and processing practices.</p> <p>FPP.04.02.01.a. Describe and explain the components of the food products and processing industry (e.g., processing, distribution, byproducts, etc.).</p> <p>FPP.04.02.03.a. Research and describe current and emerging technologies related to food products and processing (e.g., high pressure processing of foods, automation, biotechnology, etc.).</p> <p>FPP.04.03.02.b. Assess and summarize the application of industry standards in the food products and processing industry.</p>
<b>Extra Help / Questions</b>	Ms. Seena is available before or after school to assist with any student. Available by email at any time.
<b>Course Materials:</b>	<ol style="list-style-type: none"> <li>1. Notebooks - Paper or Electronic is fine.</li> <li>2. Textbook assigned or student chooses electronic version posted on google classroom.</li> <li>3. A Pencil will be necessary at times.</li> <li>4. Chromebook</li> </ol>
<b>Student Leadership - FFA</b>	<ul style="list-style-type: none"> <li>• Students are encouraged to participate in FFA activities at the district, state and national levels.</li> <li>• FFA provides students with effective leadership and community involvement opportunities.</li> <li>• FFA Chapter is affiliated with their state and national organizations.</li> <li>• Recognized FFA Chapter is an integral part of the CTE program.</li> <li>• All CTE students have the opportunity to participate in a student organization.</li> <li>• FFA assists students to develop leadership skills through a variety of activities and/or competitions at conferences on the local, regional, state and national levels.</li> <li>• FFA has a written program of work that reflects education, service and social activities.</li> </ul>

<p><b>Career Exploration - SAE</b></p>	<ul style="list-style-type: none"> <li>• CTE program assists students with individual student career plans and promotes self-reflection by students.</li> <li>• CTE program supports the existence of a career resource center at the school that is open to students, families and community.</li> <li>• CTE program assists students in gaining an understanding of the career planning process.</li> <li>• CTE program provides students with an opportunity to develop career portfolios.</li> <li>• CTE program uses a variety of strategies (e.g., mentorships, e-learning), to enhance the student's career development process.</li> <li>• Community partners assist a CTE program by providing direct career development links for students.</li> </ul>
<p><b>Articulation</b></p>	<p>None</p>
<p><b>Behavioral Expectations and Consequences:</b></p>	<ol style="list-style-type: none"> <li>1. Students are expected to come to class prepared with all necessary supplies and completed assignments every day.</li> <li>2. Students are expected to participate in class discussions, note-taking, question/answer sessions, online activities, labs, etc.</li> <li>3. Students are expected to be on their best behavior, put their best effort forward, and follow all guidelines to create a positive educational climate for all.</li> <li>4. Leaving class will be permitted only on a limited basis.</li> <li>5. Except for water, NO FOOD or DRINK is allowed in the classroom. Water can be brought in only if it is in a covered container. Food and water are NOT allowed in the lab areas.</li> <li>6. <b>Cell Phones:</b> Student phones are to be silenced and kept in their lockers from 7:55 until 3:00. Students will not be allowed to possess their phone in the classroom unless directed to do so by the teacher. Students are able to possess their phone during the lunch period. During the 4-minute passing time students may check their phone and respond to parent messages. If a student needs to contact their parent/guardian during the school day they can request a pass from a teacher to use their device or the office phone. If parents/guardians need to communicate with their child prior to 3:00, they may contact the High School office.</li> <li>7. Working cooperatively with others is expected.</li> <li>8. Students are expected to sign and follow a laboratory safety contract, if applicable to the class.</li> <li>9. Students are expected to follow all general school policies as stated in the student handbook.</li> </ol> <p><b>ABSENCE POLICY:</b></p> <ol style="list-style-type: none"> <li>1. Please check the student handbook for details of the attendance policy.</li> <li>2. Students are expected to be in class on time and ready to go when the bell rings. Tardies: Consequences for tardiness will be as follows: First three tardies are free. Verbal warning will address consequences of being tardy. Fourth tardy and every tardy thereafter: Students will be assigned 30</li> </ol>

	<p>minutes of detention by the teacher: the teacher will call the parent, guardian, or adult contact to provide notification of detention and to discuss the problem of tardiness. This detention must be scheduled and served within a week of the violation. Failure to serve this detention, or subsequent detentions, will result in an incremental grade reduction.</p> <p>3. Assignments will be posted to Google Classroom for completion and submission.</p> <p>a. <b>Students are responsible for make-up work when absent. If a lab day is missed, a make-up sheet with photos will need to be made demonstrating the skills missed from the lab. Students will have one week to submit missing labs.</b></p> <p>4. Students must bring an admit pass to class after each absence. Admit Slip: Students must bring an admit pass to each class after an absence. Students will need to stop at the office and receive an admit pass from Sandy upon their return to school from an absence.</p> <p>5. Students will not be allowed makeup daily work or labs for unexcused absences. Students will be expected to know the information and will take the test/quiz on the day of return.</p> <p>6. Tardies will be handled as per the student handbook.</p> <p>7. For prearranged absence, students must present an absence slip before leaving.</p>
<p><b>Information regarding behavior system:</b></p>	<p>See student handbook.</p>
<p><b>Grading:</b></p>	<p><b>Grading</b>  A 90-100  B 80-89  C 70-79  D 60-69  F 59 and below</p>
<p><b>Homework Policy:</b></p>	<p>Homework will be graded intermittently. It is the student's responsibility to hand in their homework on time. For more details about homework see the section on late work or absences.</p>
<p><b>Self-Monitoring Checklist:</b></p>	<p>Check online weekly.  Inquire with Ms. Seena before or after class or afterschool.</p>
<p><b>Guidelines for Success:</b></p>	<p>Be responsible for your own learning.  Set high expectations for yourself and monitor your learning/grade.  Attend class.  Be on time.  Bring materials every day.  Organize your binder.  Be actively engaged.  Ask questions and seek help as needed.</p>

Do your own work.

Complete all assignments.

Respect the others in the learning community.