

# Exploring Foods Curriculum Design

## **Power Standards**

Students will be able to:

1. Apply skills in planning, preparation, and evaluation of foods.
2. Demonstrate technical reading skills.
3. Implement dietary guidelines.
4. Demonstrate positive job skills.

## **Power Benchmarks**

1. Analyze foods based on the 'My Pyramid Guide' food groups.
2. Analyze food labels for nutritional content.
3. Distinguish healthy food choices.
4. Apply basic safety and sanitation procedures in lab.
5. Demonstrate proper selection and use of equipment.
6. Exhibit ability to measure accurately.
7. Follow sequential directions for completion of products
8. Demonstrate skills in lab planning.
9. Prepare basic foods.
10. Practice work skills to be a productive member on a team.

# Exploring Foods Curriculum Design

## Power Standards with Power Benchmarks

Students will be able to:

1. Apply skills in planning, preparation, and evaluation of foods.
  - Apply basic safety and sanitation procedures in lab. (Power Benchmark 1)
  - Demonstrate proper selection and use of equipment. (Power Benchmark 2)
  - Exhibit ability to measure accurately. (Power Benchmark 3)
  - Prepare basic foods from each area of 'My Pyramid Guide.' (Power Benchmark 5)
  - Demonstrate skills in the planning, preparation, and evaluation of foods. (Power Benchmark 6)
  - Distinguish healthy food choices. (Power Benchmark 7)
2. Demonstrate technical reading skills.
  - Follow sequential directions for completion of products. (Power Benchmark 4)
3. Model work skills needed to be a productive member in the workforce.
  - Demonstrate positive job skills. (Power Benchmark 8)
  - Identify physical, intellectual, emotional, social, and moral (PIES + M) development of children. (\*Power Benchmark 9)
  - Recognize appropriate activities as they apply to working with children. (\*Power Benchmark 10)

(\*Power Benchmarks 9 & 10 are only for schools with more than 7 ½ weeks to teach this class)

# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 1</b> Apply basic safety and sanitation procedures in lab.</p> <p><b>Estimated Timeline:</b> 3 days + on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffff00;">Career</th> <th style="background-color: #ffff00;">Technology</th> <th style="background-color: #ffff00;">Critical Thinking</th> <th style="background-color: #ffff00;">Global &amp; Cultural</th> <th style="background-color: #ffff00;">Personal Responsibility</th> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <th style="background-color: #ffff00;">Math</th> <th style="background-color: #ffff00;">Science</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Social Responsibility</th> <th style="background-color: #ffff00;">Communications</th> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x		x	Math	Science	Reading	Social Responsibility	Communications	X	X	X	X	
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x		x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X	X																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Personal hygiene impacts food safety.</li> <li>➤ Safety and sanitary handling procedures must be followed to prevent accidents.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What fire prevention techniques would you employ for various kinds of fires?</li> <li>➤ What safe practices should be put in place to prevent accidents and injuries?</li> <li>➤ What are the guidelines for personal and kitchen sanitation?</li> </ul>																				
<p><b>Students will (know): ...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Explain steps needed to prevent and treat accidents and injuries.</li> <li>➤ Identify personal hygiene habits and their impact on food safety.                             <ul style="list-style-type: none"> <li>○ Germs, cross-contamination, food-borne illnesses</li> </ul> </li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Demonstrate proper dishwashing procedures.</li> <li>➤ Apply personal hygiene habits to food preparation.</li> <li>➤ Practice accident prevention.                             <ul style="list-style-type: none"> <li>○ Blood-borne pathogens, sanitizers</li> </ul> </li> </ul>																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ End of term assessment</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ End of term assessment</li> </ul>																				

## Exploring Foods Curriculum Design

<b>Stage 3 – Learning Plan:</b> Power Benchmark/Competency #1: Apply basic safety and sanitation procedures in lab.	
<b>Learning Activities:</b>	<b>Resources:</b>
Food safety video: <i>Safety in the Kitchen</i>	<i>Safety in the Kitchen</i> - video
<b>Safety in the kitchen: safe and unsafe</b>	<b>worksheet</b>
Discussion on food safety do's and don'ts	<i>Adventures in Food and Nutrition</i> Page 161-163 and Page 182-184
Read and discuss ch.8 & 9	<i>Adventures in Food and Nutrition</i>
First Aid First	Page 108 Teacher Resource Portfolio
Preventing accidents in the kitchen	(pg 53) Student Activity guide <i>Adventures in Food and Nutrition</i>
Preventing burns in the kitchen	➤ ( pg 107) <i>Copy to use as an overhead: Teacher Resource Portfolio, <u>Adventures in Food and Nutrition</u></i>

# Stage 3 - Work in Progress

# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 2</b> Demonstrate proper selection and use of equipment.</p> <p><b>Estimated Timeline:</b> 2 days + on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global &amp; Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	
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	x	x		x																	
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Utensils and equipment have specific applications in food preparation.</li> <li>➤ A variety of tools can be used to perform the same task.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What are the names of tools and equipment used for food preparation?</li> <li>➤ How do you determine which tool(s) to use for a given task?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify basic utensils and cookware and know basic functions.</li> <li>➤ Give guidelines for selections, use, and care of small and large utensils.</li> <li>➤ Point out that utensils have intended uses.                             <ul style="list-style-type: none"> <li>○ Standard equipment (see approved list)</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (i.e. do) ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Select the proper tool for a given task in food preparation.</li> <li>➤ Demonstrate proper use and care of utensils and equipment.</li> <li>➤ Practice using correct names of utensils and equipment.                             <ul style="list-style-type: none"> <li>○ Immerseable</li> </ul> </li> </ul>																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Kitchen Equipment identification test</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ On going labs</li> </ul>																				



# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 3</b> Exhibit ability to measure accurately.</p> <p><b>Estimated Timeline:</b> 2-4 days plus on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global &amp; Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x		x	Math	Science	Reading	Social Responsibility	Communication	x	x	x		
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x	x	x																			
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Correct measurement gives intended results.</li> <li>➤ There are special measuring techniques for some ingredients (e.g., different types of sugar, fat, and flour).</li> <li>➤ Standard abbreviations used in recipes.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What are common measuring abbreviations?</li> <li>➤ Why is measuring accurately important?</li> <li>➤ Why do you need to know abbreviations?</li> <li>➤ When do you use a liquid versus a dry measuring cup?</li> <li>➤ How do you measure specific ingredients?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Explain how to interpret a recipe.</li> <li>➤ Identify standard recipe abbreviations.             <ul style="list-style-type: none"> <li>○ Measuring terms (see approved list)</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Demonstrate how to measure ingredients (e.g., dry, liquid, and solids).</li> <li>➤ Interpret measuring abbreviations.             <ul style="list-style-type: none"> <li>○ Pack</li> <li>○ Sift</li> </ul> </li> </ul>																				
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<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Proper Measurement</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Lab Rubric</li> </ul>																				



# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Demonstrate technical reading skills.</p> <p><b>Power Benchmark/Competency: 4</b> Follow sequential directions for completion of products</p> <p><b>Estimated Timeline:</b> 2 days + on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00;">Career</td> <td style="background-color: #ffff00;">Technology</td> <td style="background-color: #ffff00;">Critical Thinking</td> <td style="background-color: #ffff00;">Global &amp; Cultural</td> <td style="background-color: #ffff00;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td style="background-color: #ffff00;">Math</td> <td style="background-color: #ffff00;">Science</td> <td style="background-color: #ffff00;">Reading</td> <td style="background-color: #ffff00;">Social Responsibility</td> <td style="background-color: #ffff00;">Communication</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x		x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	
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x	x	x	x																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ It is critical that sequential directions are followed to achieve the intended results.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Why is it important to follow recipe instructions?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Interpret sequential directions in the preparation of foods.                             <ul style="list-style-type: none"> <li>○ Recipe, abbreviation, yield</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (i.e. do) ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Apply basic knowledge of recipes in preparing products.                             <ul style="list-style-type: none"> <li>○ Sequential, cooking terms (e.g., stir, mix, blend)</li> </ul> </li> </ul>																				
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<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Completion of labs</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Lab rubric</li> </ul>																				

## Exploring Foods Curriculum Design

**Stage 3 – Learning Plan:**  
 Power Benchmark/Competency #4: Follow sequential directions for completion of products

<b>Learning Activities:</b>	<b>Resources:</b>
Food Labs	Teacher demo and recipes
Recipe Shorthand (pg 65)	Student Activity Guide <i><u>Adventures in Food and Nutrition</u></i>
Recipes- Blue Prints for Food: A recipe: The sum of its parts (pg 63)	Student Activity Guide <i><u>Adventures in Food and Nutrition</u></i>

# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 5</b> Prepare basic foods from each area of ‘My Pyramid Guide.’</p> <p><b>Estimated Timeline:</b> 5 days + on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global &amp; Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communication</th> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x		x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	
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		x		x																	
Math	Science	Reading	Social Responsibility	Communication																	
x	x	x	x																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ It is important to utilize the “My Pyramid Guide” in making personal food choices.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Why is it important to eat a variety of foods from the “My Pyramid Guide?”</li> <li>➤ Why is moderation important in food choices?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Explain the connection among exercise, food intake, and one’s health.</li> <li>➤ Understand the importance of moderation and portion control in food choices.             <ul style="list-style-type: none"> <li>○ Portion control, moderation, pre-preparation task, ‘My Pyramid Guide’</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Prepare a variety of foods from the categories in the “My Pyramid Guide.”             <ul style="list-style-type: none"> <li>○ Serving size</li> </ul> </li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Lab evaluation sheet</li> <li>➤ Lab work plan</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Lab rubric</li> </ul>
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# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Benchmark 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 6</b> Demonstrate skills in the planning, preparation, and evaluation of foods.</p> <p><b>Estimated Timeline:</b> 2 days + on-going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffff00;">Career</th> <th style="background-color: #ffff00;">Technology</th> <th style="background-color: #ffff00;">Critical Thinking</th> <th style="background-color: #ffff00;">Global &amp; Cultural</th> <th style="background-color: #ffff00;">Personal Responsibility</th> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <th style="background-color: #ffff00;">Math</th> <th style="background-color: #ffff00;">Science</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Social Responsibility</th> <th style="background-color: #ffff00;">Communication</th> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	x
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x		x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
x	x	x	x	x																	
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Pre-planning labs is essential to success of the lab.</li> <li>➤ Teamwork, cooperation, and time management are essential to lab planning and preparation.</li> <li>➤ Food standards are used in product evaluation.</li> <li>➤ It’s important to follow sequential directions to prepare foods from each food group.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Why is pre-planning essential to the success of a lab?</li> <li>➤ Why do most people lose their jobs?</li> <li>➤ What criteria do you use when selecting the food to eat?</li> <li>➤ What standards do restaurants use in food presentation?</li> <li>➤ What makes a foods lab successful?</li> <li>➤ What are characteristics of a productive work group?</li> <li>➤ What steps are necessary when planning a successful lab?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Analyze various social skills and their relationship to completing tasks and getting along with others.</li> <li>➤ Understand how multi-cultural influences impact food preparation</li> <li>➤ List the steps in pre-planning a lab.</li> <li>➤ Assess quality food standards.             <ul style="list-style-type: none"> <li>○ Standard product, multi-cultural,</li> <li>○ Quality/quantity</li> <li>○ Social skills</li> <li>○ Diversity</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Judge good products against the standard.</li> <li>➤ Choose appropriate ingredients, tools, equipment, and methods in lab preparation.</li> <li>➤ Manage interpersonal relationships during lab preparations.</li> <li>➤ Work cooperatively with all students.</li> <li>➤ Demonstrate essential personal characteristics necessary for successful lab completion.</li> <li>➤ Create a lab plan prior to food preparation.             <ul style="list-style-type: none"> <li>○ Pre-prep, cooperation, teamwork, time management</li> <li>○ Collaboration, dovetail</li> <li>○ Time management</li> </ul> </li> </ul>																				
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<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Lab sheet</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Lab rubric</li> </ul>																				

## Exploring Foods Curriculum Design

### Stage 3 – Learning Plan:

Power Benchmark/Competency #6: Demonstrate skills in the planning, preparation, and evaluation of foods.

<b>Learning Activities:</b>	<b>Resources:</b>
Food Lab examples: Apple crisp, mini pizzas, caramel breakfast rings(microwave monkey bread), muffins, breakfast egg burrito, smoothies, or cheese quesadillas	<b>Teacher demo/ recipes</b>
<b>Lab Plan worksheet</b>	

# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Benchmark 1:</b> Apply skills in planning, preparation, and evaluation of foods.</p> <p><b>Power Benchmark/Competency: 7</b> Distinguish healthy food choices.</p> <p><b>Estimated Timeline:</b> 3 days + on going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global &amp; Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x		
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<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Personal food choices affect overall health</li> <li>➤ Healthy food choices impact one’s quality of life.</li> <li>➤ The body has nutritional needs.</li> <li>➤ Each nutrient category is essential to good health.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How do your nutritional needs compare to the needs of a properly maintained automobile?</li> <li>➤ How does your caloric intake affect your body?</li> <li>➤ What influences your food choices?</li> </ul>																				
<p><b>Students will (know):</b> ... (Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Describe the function of each nutrient in the body.</li> <li>➤ Analyze their dietary needs to make changes in their current eating habits.             <ul style="list-style-type: none"> <li>○ Nutrients</li> <li>○ Minerals</li> <li>○ Protein</li> <li>○ Water</li> <li>○ Vitamins</li> <li>○ Fat</li> <li>○ Carbohydrates</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Plan a menu for a day incorporating their dietary needs.             <ul style="list-style-type: none"> <li>○ Calories, caloric intake</li> </ul> </li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ <b>End of term assessment</b></li> <li>➤ <b>My cat, Princess, was very fluffy.</b> <ul style="list-style-type: none"> <li><b>My – minerals</b></li> <li><b>Cat – carbohydrates</b></li> <li><b>Princess – protein</b></li> <li><b>Was – water</b></li> <li><b>Very – vitamins</b></li> <li><b>Fluffy - fat</b></li> </ul> </li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ <b>End of term assessments</b></li> <li>➤ <b>Nutrition project</b></li> </ul>
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<b>Stage 3 – Learning Plan:</b> <b>Power Benchmark/Competency #7: Distinguish healthy food choices.</b>	
<b>Learning Activities:</b>	<b>Resources:</b>
➤ Your Nutrition Toolbox,( Ch. 3) <i>Adventures in Food and Nutrition</i>	➤ <i>Adventures in Food and Nutrition</i>
➤ <i>Personal Nutrition Scavenger Hunt (pg 11)</i> Student Activity Guide <i>Adventures in Food and Nutrition</i>	➤ Student Activity Guide <i>Adventures in Food and Nutrition</i>
➤ Why do I eat? (pg 13) Student Activity Guide <i>Adventures in Food and Nutrition</i>	➤ Teacher Resource Portfolio: <i>Adventures in Food and Nutrition</i>
➤ Your Nutrition Toolbox: Your personal Food Pyramid ( pg 19) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ Nutrition poster	
➤ Transparency : ( Needs to be copied) The Dietary Guidelines for Americans (pg 530 Teacher Resource Portfolio: <i>Adventures in Food and Nutrition</i>	
➤ The Five Senses Learning Through Science: (pg 37)	
➤ Teacher Resource Portfolio: <i>Adventures in Food and Nutrition</i>	
➤ How cavities Occur (pg 54-55) Teacher Resource Portfolio: <i>Adventures in Food and Nutrition</i>	

# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 3:</b> Model work skills needed to be a productive member in the workforce.</p> <p><b>Power Benchmark/Competency: 8</b> Demonstrate positive job skills.</p> <p><b>Estimated Timeline:</b> 2 days + on going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global &amp; Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Personal actions have consequences for the team.</li> <li>➤ To get and hold a job, one must: attend regularly, be on time, be respectful, be dependable, be responsible, be flexibility, listen, follow directions, work cooperatively with everyone, work hard, and do quality work.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What qualities make a good employee?</li> <li>➤ What qualities do you have as a team member?</li> <li>➤ What are the advantages of working with a team versus working alone?</li> </ul>																				
<p><b>Students will ( know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Describe skills needed to work cooperatively with others.</li> <li>➤ Explain social skills needed for lab situations.                             <ul style="list-style-type: none"> <li>○ Social skills, employability</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Follow the lab plan sheet.</li> <li>➤ Demonstrate appropriate lab behavior.                             <ul style="list-style-type: none"> <li>○ Attitude, work ethic,</li> </ul> </li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Lab Sheet</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ End of term assessments</li> <li>➤ Lab evaluations</li> </ul>
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# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 3:</b> Model work skills needed to be a productive member in the workforce.</p> <p><b>Power Benchmark/Competency: 9</b> Identify physical, intellectual, emotional, social, and moral (PIES + M) development of children.</p> <p><b>Estimated Timeline:</b> 2 days + on going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global &amp; Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td></td> <td>x</td> <td>X</td> <td>x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	X	x
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<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ All children grow and develop at their own rate in these areas: physical, intellectual, emotional, social, and moral (PIES+M.)</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ As you watch human beings grow and develop, in what areas is growth apparent?</li> <li>➤ Why do you need to know why children grow and develop at different rates?</li> <li>➤ What are realistic expectations for children at various ages and stages?</li> </ul>																				
<p><b>Students will (know) ...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ List physical, intellectual, emotional, social, and moral (PIES + M) developmental stages as they relate to child development.             <ul style="list-style-type: none"> <li>○ Physical development, child abuse</li> <li>○ Intellectual development</li> <li>○ Emotional development</li> <li>○ Social development</li> <li>○ Moral development, Age of reason for children</li> </ul> </li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Categorize developmental stages of children appropriately into the PIES+M.</li> <li>➤ Analyze toys and activities for developmental growth of children.             <ul style="list-style-type: none"> <li>○ Age recommendation</li> <li>○ Safety hazards</li> <li>○ Brain stimulation</li> </ul> </li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Children’s Activity Day</li> <li>➤ Children’s Snack Day</li> <li>➤ Evaluate children’s literature</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Chapter 15 and 16 Today’s Teen test</li> </ul>
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# Exploring Foods Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 3:</b> Model work skills needed to be a productive member in the workforce.</p> <p><b>Power Benchmark Competency: 10</b> Recognize appropriate activities as they apply to the principles of child care.</p> <p><b>Estimate Timeline:</b> 2 days + on going application</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global &amp; Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>x</td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ There are realistic, age-appropriate expectations for behavior and development of children.</li> <li>➤ Child abuse can be physical, sexual, verbal, emotional, and neglect.</li> <li>➤ If you suspect child abuse when baby sitting, you should take steps to protect yourself and the children.</li> <li>➤ When caring for children, hitting, slapping, or shaking are never acceptable methods of discipline.</li> <li>➤ Toys, books, television, activities, and games should be selected based on the age-appropriateness of the child.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How might knowledge about realistic expectations, prevent frustration when caring for children?</li> <li>➤ What are symptoms and signs of child abuse?</li> <li>➤ How would you determine if an age-appropriate toy for a child? Book? Television? Activity? Game?</li> </ul>																				
<p><b>Students will (know):</b> ...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Describe realistic behaviors of children at various ages.</li> <li>➤ Name symptoms and signs of child abuse.</li> <li>➤ Describe appropriate discipline techniques to be used with children.                             <ul style="list-style-type: none"> <li>○ Physical, sexual, verbal, emotional, neglect</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Outline steps that can be taken when abuse is suspected.</li> <li>➤ Evaluate toys, books, television, activities, and games for their age-appropriateness.                             <ul style="list-style-type: none"> <li>○ Age-appropriateness, symptoms, realistic</li> </ul> </li> </ul>																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
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## Stage 3 – Learning Plan:

Power Benchmark/Competency #10: Recognize appropriate activities as they apply to the principles of child care.

<b>Learning Activities:</b>	<b>Resources:</b>
Developmental stages of children worksheet	<u>Today's Teen text</u>