

Food & Nutrition Curriculum

Power Standards

Students will be able to:

1. Apply skills in planning, preparation and evaluation of foods.
2. Demonstrate technical reading skills.
3. Recognize the impact of food choices.
4. Model work skills needed to be a productive member in the workforce.

Power Benchmarks

1. Analyze the role of nutrients.
2. Apply basic safety and sanitation procedures in lab.
3. Demonstrate proper selection and use of equipment.
4. Exhibit ability to measure accurately.
5. Follow sequential directions for completion of projects and assignments.
6. Demonstrate skills in the planning, preparation, and evaluation of foods.
7. Evaluate how nutrition and personal choices impact wellness.
8. Demonstrate table setting and mealtime etiquette appropriate to the situation.
9. Explore job skills and opportunities for future careers.
10. Recognize the relationship between self, others, and success.

Food & Nutrition Curriculum

Power Standards with Power Benchmarks

Students will be able to:

1. Apply skills in planning, preparation, and evaluation of foods.
 - a. Apply basic safety and sanitation procedures in lab. (Power Benchmark 2)
 - b. Demonstrate proper selection and use of equipment. (Power Benchmark 3)
 - c. Exhibit ability to measure accurately. (Power Benchmark 4)
 - d. Demonstrate skills in the planning, preparation, and evaluation of foods. (Power Benchmark 6)
 - e. Demonstrate table setting and mealtime etiquette appropriate to the situation. (Power Benchmark 8)
2. Demonstrate technical reading skills.
 - a. Follow sequential directions for completion of projects and assignments. (Power Benchmark 5)
3. Recognize the impact of food choices.
 - a. Analyze the role of nutrients. (Power Benchmark 1)
 - b. Evaluate how nutrition and personal choices impact wellness. (Power Benchmark 7)
 - c. Recognize the relationship between self, others, and success. (Power Benchmark 10)
4. Model work skills needed to be a productive member in the workforce.
 - a. Explore job skills and opportunities for future careers. (Power Benchmark 9)

Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 3: Recognize the impact of food choices.</p> <p>Power Benchmark/Competency: 1 Analyze the role of nutrients.</p> <p>Estimated Timeline: 3 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & 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;">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> </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>Understandings : <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ There is a variety of ways to make a decision. ➤ There is a sequential decision-making process. ➤ Values and goals impact personal decisions. ➤ Some decisions have long-lasting effects on self and others. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is decision-making? ➤ How do you make decisions in your daily life? ➤ What are some consequences for a poor decision? ➤ Why is it sometimes necessary for an adult or a family member to make a decision for an adolescent? ➤ What decisions in your life require more thought than others? ➤ What are the steps in the decision-making process? ➤ What happens if a decision is made that goes against your values? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply the steps of decision-making. ➤ Understand how values influence decision-making. ➤ Analyze the impact of short and long-term goals in the decision-making process. <ul style="list-style-type: none"> ○ Values ○ Short-term goals ○ Long-term goals ○ Decision ○ Alternatives 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Exhibit the decision-making process in everyday life. ➤ Examine values and the impact they have on the decision-making process. ➤ Differentiate short and long-term goals. <ul style="list-style-type: none"> ○ Wants ○ Needs ○ Resources ○ Pros ○ Cons ○ Management 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will be given a scenario in which they apply steps of the decision-making process. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluations 																				

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Stage 1 – Desired Results:

<p>Power Standard 1: Apply skills in planning, preparation, and evaluation of foods.</p> <p>Power Benchmark/Competency: 2 Apply basic safety and sanitation procedures in lab.</p> <p>Estimated Timeline: 2-3 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & 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;">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		x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	
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x	x	x	x																		
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Personal hygiene impacts food safety. ➤ Safety and sanitary handling procedures must be followed to prevent accidents and food-borne illnesses. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How do you extinguish a fire (e.g., grease, potholder, microwave, trash, and oven)? ➤ What can you do to keep food safe and out of the “danger zone?” ➤ What are guidelines for personal and kitchen cleanliness? ➤ What are symptoms of food-borne illness? ➤ What safe practices should be put in place to prevent accidents and injuries? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze ways to prevent accidents in the foods lab. ➤ Apply sanitation procedures to equipment and work surfaces. ➤ Identify personal hygiene habits and their impact on food safety. <ul style="list-style-type: none"> ○ Bacteria ○ Food-borne illness ○ Danger zone ○ Hygiene ○ Food poisoning ○ Carbon monoxide ○ Antidote 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate safe handling procedures for foods. ➤ Demonstrate proper dishwashing procedures. ➤ Apply personal hygiene habits to food preparation. ➤ Analyze a fire and determine how to extinguish it. <ul style="list-style-type: none"> ○ Cross-contamination 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Food Safety Test (ch. 8 &9) <i>Adventures in Food and Nutrition</i> textbook) 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Food Safety Test Text book test(Chap.8&9) Page 109-111 and 119-120 <i>Adventures in Foods</i> Teacher Resource Portfolio
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Food & Nutrition Curriculum

Stage 3 – Learning Plan:

Power Benchmark/Competency #2: Apply basic safety and sanitation procedures in lab.

Learning Activities:	Resources:
➤ Food safety video: <i>Food Safety</i> or <i>Danger Zone</i> or <i>Kitchen Safety</i>	Safety videos
➤ Teacher demonstration	<u><i>Adventures in Food and Nutrition</i></u>
➤ Safety play	Teacher Resource Portfolio; <u><i>Adventures in Food and Nutrition</i></u>
➤ Discussion on food safety do's and don'ts Page 161-163 and Page 182-184	Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>
➤ Read and discuss ch.8 & 9 <u><i>Adventures in Food and Nutrition</i></u>	
➤ Bacterial Growth Experiment Page 116-117 <u><i>Adventures in Food and Nutrition</i></u> Teacher Resource Portfolio	
➤ Play it Safe Breaking the Chain of Kitchen Accidents (pg 49) Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Preventing accidents in the kitchen (pg 53) Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Don't Choke on These Words (pg 55) Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Food Contamination Crossword Puzzle (pg 59-58) Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Brown –Bagging it to School (pg 61) Student Activity guide <u><i>Adventures in Food and Nutrition</i></u>	

Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Apply skills in planning, preparation, and evaluation of foods.</p> <p>Power Benchmark/Competency: 3 Demonstrate proper selection and use of equipment.</p> <p>Estimated Timeline: 2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td>x</td> <td>x</td> <td></td> <td>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>x</td> <td></td> <td>x</td> <td>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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<p>Understandings: Students will understand:</p> <ul style="list-style-type: none"> ➤ Utensils and equipment have specific applications in food preparation. ➤ A variety of tools can be used to perform the same task. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the names and functions of various tools and equipment in food preparation? ➤ How do you determine which tool(s) and equipment to use for a given task? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify basic utensils and cookware and describe their uses. ➤ Give guidelines for selection, use, and care of small and large utensils. ➤ Point out that utensils have intended uses. <ul style="list-style-type: none"> ○ Standard equipment (see approved list) 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Select the proper tool for a given task in food preparation. ➤ Demonstrate proper use and care of utensils and equipment. ➤ Practice using correct names of utensils and equipment. <ul style="list-style-type: none"> ○ Self-cleaning, frost-free, stove, oven, range, cooktop, microwaves, magnetron tube 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Kitchen Equipment Test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluations ➤ The Cook’s Tools Chapter test (ch 7) Teacher’s resource portfolio <u><i>Adventures in Food and Nutrition</i></u>
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Stage 1 – Desired Results:

Power Standard 1: Apply skills in planning, preparation, and evaluation of foods.

Power Benchmark/Competency: 4
Exhibit ability to measure accurately.

Estimated Timeline: 3-4 days + on-going application

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
		x		x
Math	Science	Reading	Social Responsibility	Communication
x	x	x		

Understandings:
Students will understand that (sentence):

- Correct measurement gives intended results.
- There are special measuring techniques for some ingredients (e.g., different types of sugar, fat, and flour).
- Measurement equivalents and abbreviations facilitate altering recipes accurately.

Essential Questions:

- What are common measuring abbreviations?
- Why is measuring accurately important?
- Why do you need to know equivalents and abbreviations?
- When do you use a liquid versus a dry measuring cup?
- How do you measure specific ingredients?
- Why is it helpful to know alternative measuring techniques?

Students will be (know): ...(Include vocabulary)

- Explain how to select and interpret a recipe.
- Decrease and increase a recipe and substitute ingredients.
- Identify standard recipe abbreviations.
 - Measuring terms (see approved list), substitutions

Students will be able to: (i.e. do)...(Include vocabulary)

- Demonstrate how to measure ingredients (e.g., dry, liquid, and solids).
- Interpret measuring abbreviations.
 - Pack
 - Dip-Level-Pour
 - Sift
 - Water displacement technique

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Measurement Test

Key Criteria: (Rubric)

- Lab evaluations

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Stage 1 – Desired Results:

<p>Power Standard 2: Demonstrate technical reading skills.</p> <p>Power Benchmark/Competency: 5 Follow sequential directions for completion of products.</p> <p>Estimated Timeline: 2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & 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>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ It is critical that sequential directions are followed to achieve the intended results. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is it important to follow recipe instructions? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Read and interpret sequential directions in the preparation of foods. <ul style="list-style-type: none"> ○ Recipe ○ Abbreviation ○ Equivalents ○ Yield 	<p>Students will be able to: (<i>i.e. do</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Follow basic knowledge of recipes in preparing products. <ul style="list-style-type: none"> ○ Sequential ○ Cooking terms (e.g., cream, cut in, fold, knead) 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Completion of labs 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluations ➤ Chapter 10 Test :Recipes –Blue Prints for Food (pg 129-130) Teacher Resource Portfolio <u><i>Adventures in Food and Nutrition</i></u>
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Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Apply skills in planning, preparation, and evaluation of foods.</p> <p>Power Benchmark/Competency: 6 Demonstrate skills in the planning, preparation, and evaluation of foods.</p> <p>Estimated Timeline: 2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>x</td> <td></td> <td>x</td> <td>x</td> <td>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>x</td> <td>x</td> <td>x</td> <td>x</td> <td>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	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Pre-planning labs is essential to success of the lab. ➤ Teamwork, cooperation, and time management are essential to lab planning and preparation. ➤ Food standards are used in product evaluation. ➤ It is important to follow sequential directions to prepare foods from each food group. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is pre-planning essential to the success of a lab? ➤ What personal qualities and work habits commonly cause people to lose their jobs? ➤ What criteria do some people use when evaluating food? ➤ How do you think standards would differ between fast food and four star restaurants? ➤ In the past, what has made a lab successful for you? ➤ What are characteristics of a productive work group? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze various social skills and their relationship to completing tasks and getting along with others. ➤ Recognize social skills different from their own. ➤ List the steps in pre-planning a lab. ➤ Assess quality food standards. <ul style="list-style-type: none"> ○ Standard product ○ Quality/quantity ○ Social skills ○ Diversity ○ Dovetailing ○ Work schedule 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Judge food products against the standard. ➤ Choose appropriate ingredients, tools, equipment, and methods in lab preparation. ➤ Manage interpersonal relationships during lab preparations. ➤ Work cooperatively with students from diverse social cultures. <ul style="list-style-type: none"> ○ Collaboration ○ Time management 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab sheet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluations 																				

Food & Nutrition Curriculum

Stage 3 – Learning Plan:	
Power Benchmark/Competency #6: Demonstrate skills in the planning, preparation, and evaluation of foods.	
Learning Activities:	Resources:
➤ Lab applications	Videos
➤ Tests/quizzes	Lab equipment
➤ Audio-visuals	As applies
➤ Teacher demonstrations	Student Activity Guide <i>Adventures in Food and Nutrition</i> Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>
➤ Creating a work schedule (pg 150) Teacher Resource Portfolio Guide <i>Adventures in Food and Nutrition</i>	
➤ Ready, Set, Cook: Preparing Dinner for the family (pg 83) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ Bountiful Breads/ Bread Comparison (pg 113 Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ The Muffin Method(pg 119) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ The Muffin Experiment (pg 214- 216) Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>	
➤ Mixed -Up Muffins(218-219) Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>	
Chapter 13, (pg 245-249) <i>Adventures in Food and Nutrition</i>	

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Stage 1 – Desired Results:

<p>Power Standard 3: Recognize the impact of food choices.</p> <p>Power Benchmark/Competency: 7 Evaluate how nutrition and personal choices impact wellness.</p> <p>Estimated Timeline: 10 days plus on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</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 & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td></td> <td>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>x</td> <td>x</td> <td>x</td> <td>x</td> <td>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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Math	Science	Reading	Social Responsibility	Communication																	
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Healthy food choices and exercise are essential for good health. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the purpose of the Recommended Dietary Allowances (RDA)? ➤ What constitutes a healthy food choice? ➤ What is the impact of poor nutritional choices on one’s health? ➤ What are some common eating disorders? ➤ What determines a healthy weight? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze foods to determine which nutrients they supply. ➤ Describe the importance of each nutrient. ➤ Predict the impact of exercise and healthy food choices on the body. <ul style="list-style-type: none"> ○ Standard product, quality/quantity, social skills, diversity ○ Nutrient –dense foods ○ Empty-calorie foods ○ Dietary Guidelines for Americans ○ MyPyramid 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Determine suggested daily needs for each nutrient using “My Pyramid Guide.” ➤ Demonstrate how to make well-balanced food choices. ➤ Analyze the six major nutrient categories. <ul style="list-style-type: none"> ○ Carbohydrates calories, metabolism, exercise, obesity, anorexia nervosa, bulimia, fad, proteins, fats, RDA, vitamins, minerals, water, diets 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Personal Nutrition Poster Guide Sheet 7D ➤ Personal Nutrition Planner 7E ➤ Personal Nutrition Study Guide 7F ➤ Chapter test: (ch 3) 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Rubric 7A Making a Poster: Food Pyramid Poster ➤ Rubric 7 B Personal Nutrition Planner ➤ 7C Nutrition Test ➤ Your Nutrition Toolbox (Ch 3) (pg 56-58) Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>
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Food & Nutrition Curriculum

Stage 3 – Learning Plan:

Power Benchmark/Competency #7: Evaluate how nutrition and personal choices impact wellness.

Learning Activities:	Resources:
Nutrition café (computer)	➤ Computer and internet
http://www.exhibits.pacsci.org/nutrition/noflash_nutrition.html	➤ <i>Adventures in Food and Nutrition</i> (Ch 2 &3)
http://www.dairycouncilofca.org/activities/pnp/index.html	Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i> Student Activity Guide <i>Adventures in Food and Nutrition</i>
➤ Power point presentation	
➤ Audio-visuals	
➤ Posters	
➤ Nutrients: The Building Blocks of Health (Ch 2) <i>Adventures in Food and Nutrition</i>	
➤ Your Nutrition Toolbox,(Ch. 3) <i>Adventures in Food and Nutrition</i>	
➤ A Multicultural Guide to Good Eating (pg 52) Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>	
➤ Food Nutrition, and You A Family Affair (pg. 7) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ <i>Nutrition Vocabulary Puzzle</i> (pg 9) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ <i>Adventures in Food and Nutrition</i>	
➤ Nutrients: The Building Blocks of Health: Testing for simple and complex carbohydrates (pg 15) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ Vitamins and Minerals in Foods (pg 17) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ VOne Food Many Groups (pg 21) Student Activity Guide <i>Adventures in Food and Nutrition</i>	
➤ Eat to Win: (pg 274-275) <i>Adventures in Food and Nutrition</i>	

Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Apply skills in planning, preparation, and evaluation of foods.</p> <p>Power Benchmark/Competency: 8 Demonstrate table setting and mealtime etiquette appropriate to the situation.</p> <p>Estimated Timeline: 2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <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 & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <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;">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> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x		x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Each table setting method has an intended function. ➤ Mealtime etiquette adds to the enjoyment of a meal. ➤ Table setting styles vary with different social cultures. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why are good table manners essential and how might they vary dependent upon the table service? ➤ How does table setting impact manners? ➤ Why are there different table setting customs? ➤ What determines when it is appropriate to eat food with your fingers? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe how to correctly set a table for a given situation. ➤ Describe different styles of serving food. <ul style="list-style-type: none"> ○ Etiquette, flatware, tableware, place setting 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate correct place settings for formal and informal styles. ➤ Use appropriate table manners when dining. ➤ Demonstrate different ways of serving food. <ul style="list-style-type: none"> ○ Family style, buffet, plate style 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Set a table ➤ Chapter test 13 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluation ➤ Ready, Set, Cook, Chapter 13 test Teacher Resource Portfolio <i>Adventures in Food and Nutrition</i>
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Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 4: Model work skills needed to be a productive member in the workforce.</p> <p>Power Benchmark/Competency: 9 Explore job skills and opportunities for future careers.</p> <p>Estimated Timeline: 1 day + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & 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;"></td> <td style="padding: 2px;">x</td> </tr> <tr> <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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x	x	x		x																	
Math	Science	Reading	Social Responsibility	Communication																	
		x	x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Interests, aptitudes, and skills influence career choices. ➤ There are various types of jobs in the food industry and advancement often depends on skill level, education, experience, and personal relationship skills. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What career in food service can you see yourself filling and why? ➤ What things might you do to advance from an entry-level position to a more professional career? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ List a variety of careers in the food services area. <ul style="list-style-type: none"> ○ References, work history, application, resume, kiosk ○ Career ladder 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Search the Internet for jobs in the food service industry. ➤ Complete an on-line application. <ul style="list-style-type: none"> ○ Job search, interview 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ On going labs ➤ Application on line ➤ Chapter 25 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab evaluations ➤ A Career to Consider, Chapter 25 test (pg 282-284) Teacher Resource Portfolio <u><i>Adventures in Food and Nutrition</i></u>
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Food & Nutrition Curriculum

Stage 3 – Learning Plan:

Power Benchmark/Competency #9: Explore job skills and opportunities for future careers.

Learning Activities:	Resources:
➤ Application	Computers and internet
➤ Job search	<u><i>Adventures in Food and Nutrition</i></u>
➤ Chapter 25 <u><i>Adventures in Food and Nutrition</i></u>	Student Activity Guide <u><i>Adventures in Food and Nutrition</i></u>
➤ Career Paths in Foods and Nutrition(pg 278)	
➤ A career to Consider : Exploring a career pg (143-144) Student Activity Guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Career Ladder(pg 145) Student Activity Guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Taking Your Own inventory (pg 147-148) Student Activity Guide <u><i>Adventures in Food and Nutrition</i></u>	
➤ Your personal Fact Sheet (pg 149) Student Activity Guide <u><i>Adventures in Food and Nutrition</i></u>	

Food & Nutrition Curriculum

Stage 1 – Desired Results:

<p>Power Standard 3: Recognize the impact of food choices.</p> <p>Power Benchmark/Competency: 10 Recognize the relationship between self, others, and success.</p> <p>Estimated Timeline: 2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & 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> <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;"></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
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			x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Personal choices affect relationships throughout life. ➤ Personal choices have life-long consequences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why do problems occur in groups even when everyone knows what to do? ➤ How do mature people show responsibility toward others? 																				
<p>Students will (know):(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe how to work cooperatively. ➤ Evaluate the relationship between self-esteem and your ability to work with others. <ul style="list-style-type: none"> ○ Values, goals, short-term goals, long-term goals 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate cooperation when working with others in group situations. ➤ Set a long-term goal with short-term goals to support it taking into account your available resources. <ul style="list-style-type: none"> ○ Obstacle, resources (i.e. time, money, knowledge, personality, people you know) 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Ongoing labs ➤ Teamwork skills during labs 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab Evaluation 																				

Food & Nutrition Curriculum

Stage 3 – Learning Plan:

Power Benchmark/Competency #10: Recognize the relationship between self, others, and success.

Learning Activities:	Resources:
Model appropriate behavior when working with others.	As applies to lab