

Foods and Nutrition I

Strand	Health Maintenance and Enhancement Relationships of Individuals and Groups to Institutions and Traditions	
Big Idea	Nutrition Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions	
<u>Standards</u>		<u>Learning Targets</u>
A. <u>Unit 1 – Strand 1</u> : Investigate and critique cultural, family, social, and psychological influences on food choices		1. <ul style="list-style-type: none"> Investigate and critique cultural, family, social and psychological influences on food choices
Alignments: CCSS: 11-12.RST.9; 11-12.WHST.7 Performance: 1.2-1.4, 1.6, 1.9, 2.3 Knowledge: (H/PE) 2,6 (SS) 2,3,6,7 HEGLE: HME.2.B,C SSCLE: RIGIT.6.K (US History) NSFACS: 9.3.1, 9.3.4 NETS: 2b DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Activate background knowledge through small group discussions about the role of food in our: <ul style="list-style-type: none"> culture traditions activities Pair/share activity: <ul style="list-style-type: none"> Using teacher created visual images of food, students are guided through what influences their food choices In pairs or small groups, students will explore those specific influences Review text features and how to read our <i>Foods</i> textbook through guided discussion Students complete vocabulary and questions 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Teacher created using checklists: <ul style="list-style-type: none"> Chapters 1, 2, and 4 vocabulary/questions Influences on Food Choices Pair/Share activity <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Explain how family traditions influence your personal food choices?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> <i>Foods for Today</i> textbook/teacher resources – 9th edition Teacher created Influences on Food Choices PowerPoint Articles from various sources about different foods in different cultures
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Reading Writing Health: Nutrition Social Studies: Relationships of individuals and groups to institutions and traditions

Strand	Health Maintenance and Enhancement Impact of Science, Technology and Human Activity	
Big Idea	Nutrition The Nature of Technology Can Advance, and Is Advanced by Science As It Seeks to Apply Scientific Knowledge in Ways That Meet Human Needs	
<u>Standards</u>		<u>Learning Targets</u>
B. <u>Unit 1 – Strand 2</u> : Explain how science and technology influences our nutrition and food preparation		2. <ul style="list-style-type: none"> Explain how science and technology influences our nutrition and food preparation
Alignments: CCSS: 11-12.RST.9; 11-12.WHST.7 Performance: 1.2, 1.4, 1.6, 2.7 Knowledge: (H/PE) 6 (SC) 8 NSFACS: 9.1.1, 14.5.1-14.5.4 HEGLE: HME.2.B-D SCCLE: SC8.1.B NETS: 2b DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Exploring various changes in kitchen technology through having students talk with older generations who have witnessed the evolution of: <ul style="list-style-type: none"> kitchen appliances food products functions and then share in small group discussions. Mock interview 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Teacher created technology note on technology in the kitchen – assessed using a scoring guide 		
Mastery: 80%		

Sample Assessment Questions

- Name one change brought about by science and technology and describe how it has influenced our nutrition and food preparation

Instructional Resources/Tools

- *Foods for Today* /teacher resources – 9th edition
- Technology In the Kitchen Interview form – teacher generated

Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

- ELA:
 - Reading
 - Research
 - Writing
- Health: Nutrition
- Science: Impact of science technology and human activity

Strand	Health Maintenance and Enhancement	
Big Idea	Life Management Skills	
<p style="text-align: center;"><u>Standards</u></p> <p>C. <u>Unit 1 – Strand 3</u>: Diagram the MyPlate food groups</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>3.</p> <ul style="list-style-type: none"> • Diagram the food groups of the MyPlate diagram • Assess the serving requirements for each student • Identify three wise food choices from each food group • Evaluate personal daily food intake • Assess personal physical activities role on wellness
<p>Alignments: CCSS: 11-12.RST.4; 11-12.RST.7 Performance: 1.2, 1.4, 1.6, 1.8, 3.5 Knowledge: (H/PE) 2 HEGLE: HME.4.A NSFACS: 9.3.6, 9.4.1, 14.2.1-14.2.3, 14.3.1 NETS: 3a,d; 4c DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Guided practice with exploring ChooseMyPlate.gov website to research food groups and how students' food choices impact their health • Provide background knowledge of the food guidance system through <u>MyPlate</u> PowerPoint (website) • Students will complete teacher created MyPlate diagram • Research ChooseMyPlate.gov for nutritional information to assist students in making wise food choices • ChooseMyPlate.gov web quest – students will: <ul style="list-style-type: none"> • input personal collected data into the interactive Super-Trackers concerning food intake and physical activity • generate personal reports concerning their results 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • MyPlate: <ul style="list-style-type: none"> • worksheet – assessed using a scoring guide • research worksheet – assessed using a scoring guide • quiz – teacher generated • Unit 1 test – teacher generated <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Diagram the food groups using the MyPlate representation • Given the case study, evaluate food choices and make recommendations for improvement • What changes do you need to make in your diet to meet the recommendations of the MyPlate diagram?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Computer lab/ChooseMyPlate.gov • My Plate worksheet/My plate research worksheet
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are use in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Reading • Research • Health: Life management skills

Strand	Health Maintenance and Enhancement Physical Activity and Lifetime Wellness	
Big Idea	Personal and Family Health Nutrition Personal Fitness and Healthy Active Living	
<u>Standards</u>		<u>Learning Targets</u>
D. Unit 1 – Strand 4: Explain the functions and identify food sources for each nutrient		<p>4.</p> <ul style="list-style-type: none"> • Identify the elements of nutrition • Explain the functions and identify food sources for each nutrient • Distinguish deficiencies for specific nutrients • Describe nutrition-related health risks
Alignments: CCSS: 9-10.RST.2; 11-12.RST.2; 9-12.RST.4; 11-12.RST.7 Performance: 1.2-1.4, 1.8, 1.10 Knowledge: (H/PE) 1,2 HEGLE: HME.1.B; HME.2.A-E PEGLE: PALW.1.B NSFACS: 14.2.1-14.2.4, 14.3.1 NETS: N/A DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher created <u>Functions and Deficiencies of Basic Nutrients</u> PowerPoint with note taking guide • Students will complete Basic Nutrition, Functions and Deficiency worksheets • Nutrient DVDs with worksheets • Teacher led class discussion on nutrients, their functions and results of deficiencies • Students complete a teacher created Nutrient graphic organizer 		

Assessments/Evaluations

- Teacher created:
 - Nutrient Worksheet packet – assessed using a checklist
 - Nutrient Graphic Organizer – assessed using a scoring guide
 - Nutrient quiz
 - Unit 1 test

Mastery: 80%

Sample Assessment Questions

- Name the six basic nutrients
- Match nutrients with the appropriate functions
- Name three food sources for each nutrient
- From what deficiency does the body suffer when you don't get enough iron?
- Name a major food source for iron
- Describe the health risks involved when too much saturated fat is in the diet
- How can those risks be reduced?

Instructional Resources/Tools

- *Foods for Today* textbook/teacher resources – 9th edition
- Nutrient:
 - PowerPoint notes
 - graphic organizer
 - DVD
- Nutrition reinforcement worksheets

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

Cross Curricular Connections

- ELA:
 - Reading
 - Synthesizing information
- Physical Education: Healthy active living
- Health:
 - Personal and family health
 - Nutrition

Strand	Health Maintenance and Enhancement	
Big Idea	Personal and Family Health	
<u>Standards</u>		<u>Learning Targets</u>
E. <u>Unit 1 – Strand 5</u> : Propose eating patterns that promote health		5. <ul style="list-style-type: none"> Propose eating patterns that promote health
Alignments: CCSS: 11-12.RST.9 Performance: 1.2, 1.4, 1.6 Knowledge: (H/PE) 2 HEGLE: HME.1.B NSFACS: 14.2.3, 14.2.4, 14.3.1 NETS: N/A DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Teacher created <u>Eating Patterns for Good Health</u> PowerPoint and note taking guide Nutrition DVDs with worksheets Teacher led class discussion on good eating patterns and ways to improve basic health 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Teacher created: <ul style="list-style-type: none"> Nutrition Worksheet packet – assessed using a checklist quiz Unit 1 test 		
Mastery: 80%		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Given a specific situation, students will evaluate food intake and make recommendations for improvement 		

<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• <i>Foods for Today</i> textbook/teacher resources – 9th edition• <i>Eating Patterns for Good Health</i> PowerPoints• Nutrition DVDs
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• ELA: Reading• Health: Personal and family health

Strand	Health Maintenance and Enhancement	
Big Idea	Nutrition	
<u>Standards</u>		<u>Learning Targets</u>
F. <u>Unit 2 – Strand 1</u> : Interpret information on food labels		1. <ul style="list-style-type: none"> • Interpret information on food labels • Discriminate between reliable/unreliable sources for food/nutrition information • Use nutrition information to make good food choice decisions
Alignments: CCSS: 9-10.RST.2; 9-10.RST.7 Performance: 1.7, 1.10, 2.2, 2.7, 3.4-3.8, 4.1, 4.7 Knowledge: (CA) 3,5 (H/PE) 2,5,6 HEGLE: HME.2.D NSFACS: 9.6.9, 14.1.3, 14.1.5 NETS: 3b DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher created <u>What You Find on Food Labels</u> PowerPoint and note taking guide • Product samples: e.g., cereal boxes, vegetable can labels • Labeling worksheet – teacher resource • Teacher led class discussions on: <ul style="list-style-type: none"> • food labels • reliable/unreliable information sources • using information to make good food choice decisions • Analyze a nutrition article – online or printed source 		

Assessments/Evaluations

- Teacher created:
 - labeling worksheet – assessed using a scoring guide
 - Nutrition article – assessed using a scoring guide
 - Unit 2 test

Mastery: 80%

Sample Assessment Questions

- If you eat 1½ cups of Great Grains cereal, how many calories will you be consuming?
- Which of the following statements is true concerning any health claims that appear on food labels?
 - a. A claim must be supported by science and research
 - b. A claim must contain quotes from individuals who have used the product
 - c. A claim must be verified through the manufacturer's studies
- A claim must avoid mentioning a connection to any particular disease

Instructional Resources/Tools

- What You Find on Food Labels PowerPoint – teacher created
- Food for Today – 9th edition/teacher resources
- Food Label Information worksheet – teacher resource
- Samples of:
 - cereal boxes
 - vegetable cans

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words

Cross Curricular Connections

- ELA:
 - Reading
 - Synthesizing information
- Health: Nutrition

Strand	Algebra	
Big Idea	Creating Equations	
<u>Standards</u>		<u>Learning Targets</u>
G. <u>Unit 2 – Strand 2</u> : Calculate unit price and determine best buy		2. <ul style="list-style-type: none"> • Calculate the unit price of food products • Determine best buy in the grocery store
Alignments: CCSS: 11-12.RST.2; A.CED.1 Knowledge: (MA) 1,5 Performance: 1.10, 3.8 NSFACS: 9.5.5, 14.3.3 NETS: N/A DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher created: <ul style="list-style-type: none"> • Calculating Unit Price guided practice • Best Buy worksheet • Teacher led class discussion on how to calculate unit price and determine what is the best purchase • Rotation Review activity – teacher created (Review of key Unit 2 concepts in a six station rotation) 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> • Best Buy worksheet – assessed using a scoring guide • Teacher created Unit 2 test • Teacher observation Mastery: 80%		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> • Figure the cost per unit for each of the following and decide which would be the better buy. 3 quarts for \$3.25 OR 1 gallon for \$3.50 		

Instructional Resources/Tools

- *Food for Today* textbook /9th edition – teacher resources
- Unit Price Calculation guided practice – teacher created
- Calculators

Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

Cross Curricular Connections

- ELA: Reading
- Math: Calculating unit price – using division in the family situation

Strand	Health Maintenance and Enhancement Number and Quantity Scientific Inquiry Impact of Science, Technology and Human Activity	
Big Idea	Life Management Skills Quantities Science Understanding Is Developed through the Use of Science Process Skills, Scientific Knowledge, Scientific Investigation, Reasoning, and Critical Thinking The Nature of Technology Can Advance, and Is Advanced by Science As It Seeks to Apply Scientific Knowledge in Ways That Meet Human Needs	
<u>Standards</u>		<u>Learning Targets</u>
H. <u>Unit 2 – Strand 3</u> : Demonstrate the proper use of equipment, utensils, and measurement techniques.		3. <ul style="list-style-type: none"> • Use kitchen equipment appropriately and safely • Measure accurately and correctly
Alignments: CCSS: 11-12.RST.3; N-Q.1 Knowledge: (MA) 1,2 (SC) 8 Performance: 1.4, 1.6, 1.10 NSFACS: 9.9.5, 14.3.3, 14.4.1, 14.4.2 HEGLE: HME.4.A SCCLE: SC7.1.B; SC8.1.B NETS: N/A DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher presented: <ul style="list-style-type: none"> • Measurement demonstration • Equipment Use Demonstration • Measurement practicum – student guided practice • All cooking labs – student laboratory experience Mastery: 80%		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Measurement: <ul style="list-style-type: none"> • Worksheet assessment – teacher created • Practicum evaluation – assessed using a teacher created scoring guide • Teacher created Cooking Lab – assessed using a scoring guide
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • T/F You should generally level off ingredients in a measuring spoon unless the recipe says “heaping”
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Laboratory kitchens • <i>Food for Today</i> textbook, 9th edition – teacher resources
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Science: Impact of science, technology and human activity • Math: Measurement of fractions • Health: Life management skills

Foods and Nutrition I

Strand	Functions and Interrelationships of Systems Health Maintenance and Enhancement	
Big Idea	Structure and Functions of the Body Nutrition	
<u>Standards</u>		<u>Learning Targets</u>
I. <u>Unit 2 – Strand 4</u> : Demonstrate safety and sanitation practices		4. <ul style="list-style-type: none"> • Carry out safety practices and sanitation procedures during practicums • Work cooperatively in groups
Alignments: CCSS: 11-12.RST.3 Knowledge: (H/PE) 2,3,5,7 Performance: 4.3, 4.7 HEGLE: FIS.1.C,E; HME.2.B NSFACS: 14.4.1 NETS: N/A DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher led class discussion and demonstration of: <ul style="list-style-type: none"> • basic safety • sanitation practices • Lab procedures contract – teacher created • <u>Safety</u> DVD • All Cooking labs – student laboratories 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> • Teacher created Cooking Lab – assessed using a scoring guide • Unit 2 test – teacher created • Student lab reflection 		
Mastery: 80%		

Sample Assessment Questions

- All of the following are proper food handling and cooking practices for maintaining food safety EXCEPT _____?
 - a. keeping the kitchen and utensils clean
 - b. cutting meat and vegetables on the same cutting board
 - c. refrigerating food promptly
 - d. cooking food thoroughly

Instructional Resources/Tools

- Laboratory kitchens
- *Food for Today* textbook/9th edition – teacher resource
- Safety DVD

Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

Cross Curricular Connections

- ELA: Reading
- Health:
 - Structure and interrelationships of systems
 - Nutrition

Strand	Algebra	
Big Idea	Creating Equations	
<u>Standards</u>		<u>Learning Targets</u>
J. <u>Unit 2 – Strand 5</u> : Double and divide recipe quantities		5. <ul style="list-style-type: none"> • List measurement equivalents • Adjust recipe amounts
Alignments: CCSS: 11-12.RST.3; 11-12.RST.4; A.CED.1 Performance: 1.4, 1.6 Knowledge: (MA) 1,2 NSFACS: 9.5.5, 14.3.3, 14.4.1, 14.4.2 NETS: N/A DOK: 1		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Measurement: <ul style="list-style-type: none"> • and Adjustments for Recipes teacher created PowerPoint with note taking guide • worksheet – teacher created • Practicum: <ul style="list-style-type: none"> • Cooperative work – Pairs or small group practice • Rotation Review – teacher created – Review of key Unit 2 concepts in a six station rotation 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> • Teacher created: <ul style="list-style-type: none"> • Measurement: <ul style="list-style-type: none"> • and Equivalents quiz • Worksheet evaluation • Unit 2 test • Cooking Lab – assessed using a scoring guide 		
Mastery: 80%		

Sample Assessment Questions

- Fill in the blank with the appropriate equivalent:
 _____ = 1 Tablespoon
 _____ = 16 ounces
- Double these measurements using appropriate measures that could be measured using school equipment
 $\frac{3}{4}$ cup = _____ cups
 2 T. = _____ cup
 $\frac{1}{2}$ cup = _____ cup

Instructional Resources/Tools

- Teacher created:
 - Measurement and Equivalents PowerPoint
 - Measurement worksheet
 - Rotation Review: Review of key Unit 2 concepts in a six station rotation
 - Measurement, Equivalent, Adjustments:
 - note taking guide
 - question/answer drill
 - worksheet
- Standard measuring cup set
- Chalk board/white board

Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics

Cross Curricular Connections

- ELA: Reading
- Math:
 - Doubling/dividing recipes
 - Geometric and spatial sense involving measurements

Strand	Functions and Interrelationships of Systems Health Maintenance and Enhancement Impact of Science, Technology and Human Activity	
Big Idea	Structure and Functions of the Body Personal and Family Health Nutrition Science and Technology Affect, and Are Affected by Society	
<u>Standards</u>		<u>Learning Targets</u>
K. <u>Unit 3 – Strand 1</u> : Describe the nutritional values of fruits		1. <ul style="list-style-type: none"> Identify nutritional values of fruits Differentiate between classifications of fruit
Alignments: CCSS: 11-12.RST.4; 9-12.WHST.7; 9-12.WHST.9 Performance: 1.8, 4.7 Knowledge: (H/PE) 2 (SC) 8 HEGLE: FIS.1.H; HME.1.B; HME.2.A-D SCCLE: SC8.3.C (Biology) NSFACS: 9.3.7, 9.5.3, 14.2.1, 14.2.4, 14.3.1 NETS: 4b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Teacher created <u>Nutritional Values of Fruits</u> PowerPoint and note taking guide Students will complete Chapter 30 vocabulary and questions Teacher resources: <ul style="list-style-type: none"> Fruit videos with student note taking guides Fruit Classification worksheets Research an exotic or unusual fruit and create a poster depicting the classification of the fruit as well as its nutritive values 		

Assessments/Evaluations

- Chapter 30 vocabulary/questions/worksheet packet checklist – teacher resources
- Fruits Video Notes assessment
- Fruit poster – assessed using a teacher created scoring guide
- Unit 3 test – teacher created

Mastery: 80%

Sample Assessment Questions

- Name three fruits which are good sources of Vitamin C
- Describe a pome fruit and name two examples
- Describe a drupe fruit and name two examples

Instructional Resources/Tools

- *Foods for Today* textbook/teacher resources – 9th edition
- Nutritional Values of Fruits notes
- Teacher resources – Fruit:
 - worksheets
 - videos

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Draw evidence from informational texts to support analysis, reflection, and research

Cross Curricular Connections

- ELA:
 - Reading
 - Writing
 - Research
- Health:
 - Nutrition
 - Personal and family health
 - Functions and interrelationships of systems
- Science: Impact of science, technology, and human activity on resources and the environment

Strand	Health Maintenance and Enhancement Algebra Properties and Principles of Matter and Energy	
Big Idea	Life Management Skills Creating Equations Changes in Properties and States of Matter Provide Evidence of the Atomic Theory of Matter	
<u>Standards</u>		<u>Learning Targets</u>
L. <u>Unit 3 – Strand 2</u> : Attain culinary skills in selecting, preparing and serving fruit products		2. <ul style="list-style-type: none"> • Attain culinary skills in selecting, preparing and serving fruit products • Apply guidelines for cooking with fruits
Alignments: CCSS: 11-12.RST.3; 11-12.RST.4; A.CED.1 Performance: 2.5, 4.5, 4.6 Knowledge: (H/PE) 2,3,6 (MA) 1,2 (SC) 1 HEGLE: HME.4.A,D SCCLE: SC1.1.A (Chemistry) NSFACS: 8.5.7, 9.5.3-9.5.6 NETS: N/A DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher led discussion on how to read and prepare fruit recipes • Students will evaluate the nutritional content of the recipes • Plan labs to determine: <ul style="list-style-type: none"> • necessary tools • ingredients • individual responsibilities • Fruit cooking labs (e.g., Lab – fruit pizza) • One-on-one instruction on how to complete a step in the recipe 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created Cooking Lab – assessed using a scoring guide • Student lab reflection <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Demonstrate preparation methods for fruits which will retain the maximum nutritional value • Rate the quality of the finished product with regards to taste, texture, and visual appeal
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Selected fruit recipes • Lab planning process worksheets – teacher resources • Lab evaluation worksheet – teacher generated • Laboratory kitchens • <i>Foods for Today</i> textbook/teacher resources – 9th edition
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Math: Geometric and spatial sense involving measurements • Health: Nutrition • Science: Properties and principles of matter and energy

Foods and Nutrition I

Strand	Functions and Interrelationships of Systems Health Maintenance and Enhancement Impact of Science, Technology and Human Activity	
Big Idea	Structure and Functions of the Body Personal and Family Health Nutrition Science and Technology Affect, and Are Affected by Society	
<u>Standards</u>		<u>Learning Targets</u>
M. <u>Unit 3 – Strand 3</u> : Describe nutritional values of vegetables		3. <ul style="list-style-type: none"> • Identify nutritional values of vegetables • Differentiate between classifications of vegetables
Alignments: CCSS: 11-12.RST.4 Performance: 1.8, 4.7 Knowledge: (H/PE) 2 (SC) 8 HEGLE: FIS.1.H; HME.1.B; HME.2.A-D SCCLE: SC8.3.C (Biology) NSFACS: 9.3.7, 9.5.3, 14.2.1, 14.2.4, 14.3.1 NETS: N/A DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher created <u>Nutritional Values of Vegetables</u> PowerPoint and note taking guide • Students will complete Chapter 31 vocabulary and questions • Teacher resources – Vegetable: <ul style="list-style-type: none"> • videos and student note taking guides • Classification worksheets 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Chapter 31 vocabulary/questions/worksheet packet checklist – teacher resources • Teacher created: <ul style="list-style-type: none"> • Vegetable video notes assessment • Unit 3 test <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Identify nutrients found in dark green, leafy vegetables • Describe a tuber vegetable and give an example • Describe a seed vegetable give an example
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Foods for Today</i> textbook/teacher resources – 9th edition • Nutritional Value of Vegetables notes • Teacher resources – Vegetable: <ul style="list-style-type: none"> • Classification worksheets • videos
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Science: Impact of science, technology, and human activity on resources and the environment • Health: <ul style="list-style-type: none"> • Nutrition • Personal and family health • Functions and interrelationships of systems

Strand	Health Maintenance and Enhancement Algebra Properties and Principles of Matter and Energy	
Big Idea	Life Management Skills Creating Equations Changes in Properties and States of Matter Provide Evidence of the Atomic Theory of Matter	
<u>Standards</u>		<u>Learning Targets</u>
N. Unit 3 – Strand 4: Attain culinary skills in selecting, preparing and serving vegetable products		4. <ul style="list-style-type: none"> • Attain culinary skills in selecting, preparing and serving vegetable products • Apply guidelines for cooking with vegetables
Alignments: CCSS: 11-12.RST.3; 11-12.RST.4; A.CED.1 Performance: 2.5, 4.5, 4.6 Knowledge: (H/PE) 2,3,6 (MA) 1,2 (SC) 1 HEGLE: HME.4.A,D SCCLE: SC1.1.A (Chemistry) NSFACS: 8.5.7, 9.5.3-9.5.6 NETS: N/A DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher led discussion on how to read and prepare vegetable recipes • Students will evaluate the nutritional content of the recipes • Plan labs to determine necessary: <ul style="list-style-type: none"> • tools • ingredients • individual responsibilities • Vegetable cooking labs (e.g., Lab – Steamed Broccoli with Cheese Sauce) • One-on-one instruction on how to complete a step in the recipe 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created Cooking Lab – assessed using a scoring guide • Student lab reflection <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Demonstrate preparation methods for vegetables which will retain the maximum nutritional value • Rate the quality of the finished product with regards to: <ul style="list-style-type: none"> • taste • texture • visual appeal
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Selected vegetable recipes • Lab planning process worksheets – teacher resources • Lab evaluation worksheet – teacher created • Laboratory kitchens • <i>Foods for Today</i> textbook/teacher resources – 9th edition
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Math: Geometric and spatial sense involving measurement • Health: Nutrition • Science: Properties and principles of matter and energy

Strand	Functions and Interrelationships of Systems Health Maintenance and Enhancement Impact of Science, Technology and Human Activity	
Big Idea	Structure and Functions of the Body Personal and Family Health Nutrition Science and Technology Affect, and Are Affected by Society	
<u>Standards</u> O. <u>Unit 3 – Strand 5</u> : Use nutrition information to make wise food consumption choices with regard to grain products		<u>Learning Targets</u> 5. <ul style="list-style-type: none"> • Identify different grain products • Explore the uses of grain products • Describe the parts of a grain kernel
Alignments: CCSS: 11-12.RST.4 Performance: 1.8, 4.7 Knowledge: (H/PE) 2 (SC) 8 HEGLE: FIS.1.H; HME.1.B; HME.2.A-D SCCLE: SC8.3.C (Biology) NSFACS: 14.2.1, 14.3.1, 14.3.3 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher created: <ul style="list-style-type: none"> • PowerPoint: <u>Grain Kernel/Cooking Methods/Nutritional Value</u> • Students will complete Chapters 44 and 45 vocabulary/questions • Grains review sheet • Grains and Quick Breads worksheets • Teacher led discussion on the parts of a grain kernel • Students will complete the video provided “Quick Breads” worksheet 		

Assessments/Evaluations

- Teacher created:
 - Chapters 44 and 45 worksheets packet checklist
 - Grains test
- Quick Breads video fact sheet evaluation – teacher resources

Mastery: 80%

Sample Assessment Questions

- Match the part of the grain kernel with the correct nutrients it provides:

Endosperm	a. fiber, B vitamins and minerals
Bran	b. protein, fats, B vitamins, vitamin E
Germ	c. complex carbohydrates and protein
- True/False 1. Grain products are complex carbohydrates and an excellent source of energy
- Explain the difference between a product that is fortified and one that is enriched

Instructional Resources/Tools

- Grain Kernel/Cooking Methods/Nutritional Value:
 - Teacher created:
 - PowerPoint notes
 - worksheets
 - Videos
- *Food for Today*/9th edition – teacher resources

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*

Cross Curricular Connections

- ELA: Reading
- Science: Impact of science, technology and human activity on resources and the environment
- Health:
 - Nutrition
 - Personal and family health
 - Functions and interrelationships of systems

Strand	Health Maintenance and Enhancement Algebra Properties and Principles of Matter and Energy	
Big Idea	Life Management Skills Calculating Equations Changes in Properties and States of Matter Provide Evidence of the Atomic Theory of Matter	
<u>Standards</u> P. <u>Unit 3 – Strand 6:</u> Attain culinary skill in selecting, preparing and serving grain products		<u>Learning Targets</u> 6. <ul style="list-style-type: none"> • Attain culinary skills in selecting, preparing and serving grain products • Apply guidelines for cooking with grains
Alignments: CCSS: 11-12.RST.3; 11-12.RST.4: A-CED.1 Performance: 2.5, 4.5, 4.6 Knowledge: (H/PE) 2,3,6 (MA) 1,2 (SC) 1 HEGLE: HME.4.A,D SCCLE: SC1.1.A (Chemistry) NSFACS: 8.5.10, 9.5.3-9.5.6 NETS: N/A DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher led discussion on how to read and prepare grains and quick bread recipes • Students will evaluate the nutritional content of the recipes • Plan labs to determine necessary: <ul style="list-style-type: none"> • tools • ingredients • individual responsibilities • Grains cooking labs (e.g., Lab – pasta with meat sauce) • Quick Breads cooking labs (e.g., Lab – muffins) • One-on-one instruction on how to complete a step in the recipe 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created Cooking Lab – assessed using a scoring guide • Student lab reflection <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • All of the following are true about cooking pasta EXCEPT: <ul style="list-style-type: none"> a. Cook to al dente b. Rinse after cooking c. Bring water to rapid boil before adding pasta
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Selected grains and quick bread recipes • Lab planning process worksheets – teacher resources • Lab evaluation worksheet – teacher created • Laboratory kitchens • <i>Foods for Today</i> textbook/teacher resources – 9th edition
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Math: Geometric and spatial sense involving measurements • Health: Nutrition • Science: Properties and principles of matter and energy

Strand	Functions and Interrelationships of Systems Health Maintenance and Enhancement Impact of Science, Technology and Human Activity	
Big Idea	Structure and Functions of the Body Personal and Family Health Nutrition Science and Technology Affect, and Are Affected by Society	
<u>Standards</u> Q. <u>Unit 3 – Strand 7</u> : Compare meats, poultry, and fish products and their uses		<u>Learning Targets</u> 7. <ul style="list-style-type: none"> • Use nutrition information concerning meat, poultry, and fish to make wise food consumption decisions • Explore uses of meat products • Identify different cooking methods for different cuts of meat
Alignments: CCSS: 11-12.RST.2; 11-12.RST.4; 9-12.WHST.7 Performance: 2.5, 4.5-4.7 Knowledge: (H/PE) 2 (SC) 8 HEGLE: FIS.1.H; HME.1.B; HME.2.A-D SCCLE: SC8.3.C (Biology) NSFACS: 14.2.1, 14.3.1, 14.3.3 NETS: N/A DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Students will complete Chapters 36-38 vocabulary and worksheets – teacher resources • Meat, poultry and fish review – teacher created • Teacher led discussion: Animal Cut Identification • Cooperative learning groups will create a poster to depict nutrition content of meat products and appropriate cooking methods of meat cuts • Class discussion on poster of Meat Cut Locations 		

Assessments/Evaluations

- Chapters 36-38 worksheet packet checklist – teacher resources
- Meat, Poultry and Fish quiz – teacher created
- Meat Classification poster – assessed using a scoring guide

Mastery: 80%

Sample Assessment Questions

- List three nutrients found in meat
- List three nutrients found in poultry
- List three nutrients found in fish
- List the grade of beef most commonly found in the grocery store
- T/F The more movement an animal's muscle gets, the less tender the meat from that area

Instructional Resources/Tools

- Teacher resources:
 - *Food for Today*/9th edition
 - Poster of Meat Cut Locations
- Websites (e.g., www.beef.org, www.mopork.com)

Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

- ELA:
 - Reading
 - Research
 - Writing
- Science: Impact of science, technology and human activity on resources and the environment
- Health:
 - Nutrition
 - Personal and family health
 - Functions and interrelationship of systems

Strand	Health Maintenance and Enhancement Algebra Impact of Science, Technology and Human Activity	
Big Idea	Life Management Skills Creating Equations Science and Technology Affect, and Are Affected by Society	
<u>Standards</u> R. <u>Unit 3 – Strand 8:</u> Attain culinary skills in selecting, preparing and serving meat products		<u>Learning Targets</u> 8. <ul style="list-style-type: none"> • Attain culinary skills in selecting, preparing and serving meat products • Apply guidelines for cooking with meats
Alignments: CCSS: 11-12.RST.3; 11-12.RST.4: A-CEO.1 Performance: 2.5, 4.5, 4.6 Knowledge: (H/PE) 2,3,6 (MA) 2 (SC) 8 HEGLE: HME.4.A,D SCCLE: SC8.3.C (Biology) NSFACS: 8.5.5, 9.5.3-9.5.6 NETS: N/A DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher led discussion on how to read and prepare meat recipes • Students will evaluate the nutritional content of the recipes • Plan labs to determine necessary: <ul style="list-style-type: none"> • tools • ingredients • individual responsibilities • Meat Cooking Labs (e.g., Lab – beef stir fry) • One-on-one instruction on how to complete a step in the recipe 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created Cooking Lab – assessed using a scoring guide • Student lab reflection <p>Mastery: 80%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • All of the following are acceptable methods for cooking less tender cuts of meat EXCEPT <ul style="list-style-type: none"> A. braising C. broiling B. pressure cooking D. slow cooking • List two cooking methods that would be a good choice for a tender cut of meat
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Selected meat recipes • Teacher resources: <ul style="list-style-type: none"> • Lab Planning Process worksheets • <i>Food for Today</i>/9th edition • Lab evaluation worksheet – teacher created • Laboratory kitchens
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Reading • Math: Geometric and spatial sense involving measurements • Health: Nutrition • Science: Impact of science, technology and human activity on resources and the environment