

Foods and Nutrition II

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| 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> |
| A. Analyze good nutrition and wellness | | 1. <ul style="list-style-type: none"> Summarize the nutrient groups, their functions, and food sources for each Discuss food categories in MyPlate |
| Alignments: CCSS: 9-10.RST.2; 11-12.RST.2 Performance: 1.1, 1.2-1.4, 1.6, 1.8, 3.3, 4.7 Knowledge: (CA) 4 (H/PE) 1-3 (SC) 8 HEGLE: HME.1.B; HME.2.A-E PEGLE: PALW.1.B NSFACS: 14.2.1-14.2.4, 14.3.1, 14.3.2 NETS: 3d DOK: 4 | | |
| <u>Instructional Strategies</u> | | |
| <ul style="list-style-type: none"> Cooperative learning groups will summarize their assigned nutrient group's: <ul style="list-style-type: none"> functions food sources deficiencies into a poster and present to the class Students will complete teacher created nutrient note outline from student created posters "MyPlate": <ul style="list-style-type: none"> video with worksheet web quest | | |

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| <p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• District Resource Unit 1 packet checklist• Teacher created Unit 1 test <p>Mastery: 80%</p> |
| <p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• What are three food sources high in protein? |
| <p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• <i>Food for Today</i> – textbook• MyPlate video• www.myplate.gov• Student notes |
| <p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• 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 summarizing and paraphrasing them in simpler but still accurate terms |
| <p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• ELA: Reading• Health:<ul style="list-style-type: none">• Personal and family health• Nutrition• Physical Education: Wellness |

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| <u>Standards</u> | | <u>Learning Targets</u> |
| B. Investigate different eating patterns | | <ol style="list-style-type: none"> <ul style="list-style-type: none"> Identify foods consumed by different types of vegetarians Evaluate questionable weight loss methods Compare nutritional needs for each stage of the life cycle Analyze the effects of eating disorders on health |
| Alignments: CCSS: 9-10.RST.1; 9-10.RST.2; 11-12.RST.1; 11-12.RST.2 Performance: 1.6-1.8, 3.1, 3.4, 3.5, 3.7 Knowledge: (H/PE) 2-6 (SC) 8 HEGLE: HME.2.A-E PEGLE: PALW.1.B NSFACS: 9.4.1-9.4.4, 14.1.2, 14.2.1-14.2.4, 14.3.1 NETS: 3b,d DOK: 3 | | |
| <u>Instructional Strategies</u> | | |
| <ul style="list-style-type: none"> Teacher created <u>Eating Patterns</u> PowerPoint presentation <ul style="list-style-type: none"> Student note taking Class discussion Students will research vegetarian recipes to create a vegetarian menu using Microsoft Word “What’s Eating You” documentary with worksheet Small groups will read and discuss a variety of articles related to eating disorders In pairs, students will create graphic organizers on nutritional needs for each stage of the life cycle | | |

Assessments/Evaluations

- Teacher created:
 - graphic organizer scoring guide
 - created Unit 1 test
- District resource Unit 1 packet checklist

Mastery: 80%

Sample Assessment Questions

- Describe three effects of anorexia nervosa on health

Instructional Resources/Tools

- *Food for Today* – textbook
- “What’s Eating You” video
- Computers
- Internet
- Student notes

Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions and important distinctions the author makes and to any gaps or inconsistencies in the account
- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- 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 summarizing and paraphrasing them in simpler but still accurate terms

Cross Curricular Connections

- ELA:
 - Reading
 - Research
- Health: Nutrition
- Physical Education: Wellness

Foods and Nutrition II

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| Strand | Health Maintenance and Enhancement Physical Activity and Lifetime Wellness | |
| Big Idea | Nutrition Life Management Skills Responsible Personal and Social Behavior in the Physical Activity Setting | |
| <u>Standards</u> | | <u>Learning Targets</u> |
| C. Demonstrate proper food management | | <ol style="list-style-type: none"> <ul style="list-style-type: none"> Demonstrate safety and sanitation procedures Analyze symptoms of food borne illnesses Compare the causes of food borne illnesses Perform cooperatively in groups |
| Alignments: CCSS: 11-12.RST.7; 11-12.WHST.2b; 11-12.WHST.7; 11-12.WHST.8 Performance: 1.6, 1.8, 1.10, 2.3, 2.5, 3.5, 4.3, 4.6, 4.7 Knowledge: (H/PE) 2,3,5-7 (SS) 6 HEGLE: HME.2.D; HME.4.D PEGLE: PALW.2.A NSFACS: 9.2.2, 9.2.5, 14.1.1, 14.1.2, 14.3.3, 14.4.1, 14.4.2, 14.4.4, 14.4.5 NETS: 3b,d DOK: 2 | | |

Instructional Strategies

- Teacher created Food and Kitchen Safety PowerPoint presentation
 - Student note taking
 - Class discussion
- “Food Safety: From Market to Plate” video with worksheet
- Groups will:
 - read articles
 - summarize
 - present to the classabout a recent foodborne illness case
- Pairs will research and create an Animoto video for assigned food borne illness, including:
 - causes
 - symptoms
 - prevention
- Teacher led discussion on kitchen safety rules and procedures
- All cooking labs

Assessments/Evaluations

- Assessed using a scoring guide:
 - Teacher created Animoto
 - Cooking lab
- District resource Unit 1 packet checklist
- Teacher created Unit 1 test
- Student lab reflection

Mastery: 80%

Sample Assessment Questions

- What are the causes of salmonella?

Instructional Resources/Tools

- *Food for Today* – textbook
- Food Safety: From Market to Plate video
- Foodborne Illness news articles
- Computers
- Internet
 - www.cdc.gov
 - www.usda.gov
 - www.fda.gov
 - www.fightbac.org
- Student notes
- Kitchens

Literacy Connections

- 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
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 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
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Cross Curricular Connections

- ELA:
 - Reading
 - Writing
- Physical Education: Personal/social responsibilities
- Health:
 - Nutrition
 - Life management skills

| Strand | Health Maintenance and Enhancement | |
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| Big Idea | Nutrition Life Management Skills | |
| <p style="text-align: center;"><u>Standards</u></p> <p>D. Apply guidelines and attain culinary skill in preparing quick and yeast breads</p> | | <p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify the nutrients in grains • Identify leavening agents • Apply guidelines for baking with yeast • Attain culinary skill in preparing quick and yeast breads |
| <p>Alignments: CCSS: 11-12.RST.3; 11-12.RST.4 Performance: 1.6, 3.5, 4.7 Knowledge: (H/PE) 2,3,5,6 (MA) 1,2 (SC) 1,8 HEGLE: HME.2.A-E; HME.4.A,D NSFACS: 8.5.1, 8.5.2, 8.5.10, 9.5.3-9.5.6, 14.2.1-14.2.3, 14.3.3 NETS: N/A DOK: 4</p> | | |
| <p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher created <u>Breads</u> PowerPoint presentation <ul style="list-style-type: none"> • Student note taking • Class discussion • District resource Grain packet • Teacher led discussion on how to read and complete quick breads and yeast recipes • Plan labs to determine necessary: <ul style="list-style-type: none"> • tools • ingredients • individual responsibilities • Cooking labs (e.g., Lab – cinnamon rolls) • One-on-one instruction on how to complete a step in the recipe | | |

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| <p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • District resource Grain packet checklist • Teacher created <ul style="list-style-type: none"> • Unit 2 test • 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"> • Explain how leavening agents work |
| <p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Food for Today</i> – textbook • Student notes • “Food Network” videos • Selected quick & yeast bread recipes • Kitchens • Lab planning process worksheets |
| <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 • Health: <ul style="list-style-type: none"> • Nutrition • Life management skills |

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| trand | Health Maintenance and Enhancement | |
| Big Idea | Nutrition Life Management Skills | |
| <u>Standards</u> | | <u>Learning Targets</u> |
| E. Apply guidelines and attain culinary skill in preparing dairy products | | 1. <ul style="list-style-type: none"> • Identify the nutrients in dairy products • Apply guidelines for cooking with dairy products • Attain culinary skill in preparing dairy products |
| Alignments: CCSS: 11-12.RST.3; 11-12.RST.4 Performance: 1.6, 3.5, 4.7 Knowledge: (MA) 1,2 (H/PE) 2,3,5,6 (SC) 1,8 HEGLE: HME.2.A-E; HME 4.A,D NSFACS: 14.2.1-14.2.4, 14.3.1, 14.3.2 NETS: N/A DOK: 4 | | |
| <u>Instructional Strategies</u> | | |
| <ul style="list-style-type: none"> • Teacher created <u>Dairy</u> PowerPoint presentation <ul style="list-style-type: none"> • Student note taking • Class discussion • District resource Dairy packet • Teacher led discussion on how to read and complete dairy recipes • Plan labs to determine necessary: <ul style="list-style-type: none"> • tools • ingredients • individual responsibilities • Cooking labs (e.g., Lab – quiche) • One-on-one instruction on how to complete a step in the recipe | | |

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| <p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • District resource Dairy packet checklist • Teacher created: <ul style="list-style-type: none"> • Unit 2 test • 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"> • What nutrients are found in milk? |
| <p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Food for Today</i> – textbook • Student notes • “Food Network” DVDs • Selected dairy recipes • Kitchens • Lab planning process worksheets |
| <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 • Health: <ul style="list-style-type: none"> • Nutrition • Life management skills |

| Strand | Health Maintenance and Enhancement | |
|---|-------------------------------------|---|
| Big Idea | Nutrition Life Management Skills | |
| <p style="text-align: center;"><u>Standards</u></p> <p>F. Apply guidelines and attain culinary skill in preparing meat, poultry, and fish</p> | | <p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify the nutrients in meat, poultry, and fish • Relate factors affecting the quality of meat, poultry, and fish • Apply guidelines for cooking with meat, poultry, and fish • Attain culinary skill in preparing meat, poultry, and fish |
| <p>Alignments: CCSS: 11-12.RST.3; 11-12.RST.4 Performance: 1.6, 1.10, 2.3, 2.5, 3.3, 3.5 Knowledge: (MA) 1,2 (H/PE) 2,3,6 (SC) 8 HEGLE: HME.2.A-E; HME.4.A,D NSFACS: 14.2.1-14.2.4, 14.3.3 NETS: N/A DOK: 4</p> | | |

Instructional Strategies

- Teacher created Meat PowerPoint presentation
 - Student note taking
 - Class discussion
- District resource Meat packet
- All About Meats video with worksheet
- Teacher led discussion on how to read and complete meat recipes
- Group lab plans to determine necessary:
 - tools
 - ingredients
 - individual responsibilities
- Cooking labs (e.g., Lab – shrimp creole)
- One-on-one instruction on how to complete a step in the recipe

Assessments/Evaluations

- District resource Meat packet – assessed using a checklist
- Teacher created:
 - Unit 2 test
 - Cooking lab – assessed using a scoring guide
- Student lab reflection

Mastery: 80%

Sample Assessment Questions

- List the factors that influence the tenderness of meat?

Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- “Food Network” DVDs
- All About Meats video
- Selected meat recipes
- Kitchens
- Lab planning process worksheets

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
- Health:
 - Nutrition
 - Life management skills

| Strand | Product/Performance |
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| Big Idea | Select and Apply Three-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems Communicate Ideas About Subject Matter and Themes in Artworks Created for Various Purposes |
| <p style="text-align: center;"><u>Standards</u></p> <p>G. Apply techniques in decorating cakes from personal design plans</p> | <p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Apply techniques in decorating cakes from personal design plans • Create borders, lettering, rosettes, and roses from decorating icing |
| <p>Alignments: CCSS: 11-12.RST.7 Performance: 1.6, 1.8, 1.10, 2.5, 4.8 Knowledge: (FA) 1,2 (SC) 8 VAGLE: PP.2.A; PP.3.C (HS Level 2) NSFACS: 8.5.12, 9.5.3 NETS: N/A DOK: 4</p> | |
| <p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher created <u>Cake</u> PowerPoint presentation <ul style="list-style-type: none"> • Student note taking • Class discussion • Students will watch cake decorating videos on YouTube • Guided practice of cake decorating techniques • Group lab plans to plan cake design • Cake Baking and Decorating lab • One-on-one instruction on how to complete a cake decorating technique | |

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| <p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Guided practice – assessed using a checklist • Cake decorating – 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"> • Students are able to pipe a shell border |
| <p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Food for Today</i> – textbook • Student notes • YouTube cake decorating videos • “Food Network” DVDs • Selected cake and buttercream icing recipes • Kitchens • Lab planning process worksheets |
| <p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • 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: Reading • Art: <ul style="list-style-type: none"> • Sculpture • Ceramics and other media • Theme |

Foods and Nutrition II

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|---|---|---|
| Strand | Health Maintenance and Enhancement | |
| Big Idea | Nutrition | |
| <u>Standards</u> | | <u>Learning Targets</u> |
| H. Create a full course meal using given ingredients | | 1. <ul style="list-style-type: none"> • Construct a menu for a full course meal • Create a full course meal using given ingredients • Demonstrate proper etiquette |
| Alignments: CCSS: 11-12.RST.7; 11-12.WHST.2b; 11-12.WHST.7; 11-12.WHST.8 Performance: 1.6, 1.10, 2.5 Knowledge: (H/PE) 2,5 (SC) 1,8 HEGLE: HME.2.A-E NSFACS: 14.2.1-14.2.3 NETS: 2d; 3b DOK: 4 | | |
| <u>Instructional Strategies</u> | | |
| <ul style="list-style-type: none"> • Culinary creative project • Student recipe research • Students will create a menu using Microsoft Word • Student: <ul style="list-style-type: none"> • meal planning • role responsibilities • Culinary Creative cooking lab | | |
| <u>Assessments/Evaluations</u> | | |
| <ul style="list-style-type: none"> • Culinary Creative Project – assessed using a scoring guide Mastery: 80% | | |

Sample Assessment Questions

- Students will demonstrate proper table setting and table manners

Instructional Resources/Tools

- Kitchens
- Computers
- Internet:
 - www.foodnetwork.com
 - www.allrecipes.com
 - www.pinterest.com
- Student selected recipes
- Lab planning process worksheets

Literacy Connections

- 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
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 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
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Cross Curricular Connections

- ELA:
 - Reading
 - Research
- Health: Nutrition

| Strand | Writing Standards | |
|---|--|---|
| Big Idea | Research to Build and Present Knowledge | |
| <u>Standards</u> | | <u>Learning Targets</u> |
| I. Analyze the education, salary, working conditions, and job outlook for jobs associated with food and nutrition. | | 1. <ul style="list-style-type: none"> Describe the education, training, and salary for specific jobs in the food and nutrition industry Identify if there are job openings in the food and nutrition industry |
| Alignments: CCSS: 11-12.W.7; 11-12.RST.1; 11-12.RST.7; 11-12.WHST.7 Performance: 2.6, 4.8 Knowledge: (FA) 4 NSFACS: 8.1.1-8.1.3, 8.7.1, 8.7.2, 9.1.1, 9.1.2 NETS: 4b-d DOK: 4 | | |
| <u>Instructional Strategies</u> | | |
| <ul style="list-style-type: none"> Brainstorm possible career paths related to food and nutrition Teacher shares example PowerPoints for effectiveness Teacher created Food and Nutrition Career PowerPoint Project Pairs create and present Food and Nutrition Career PowerPoint | | |
| <u>Assessments/Evaluations</u> | | |
| <ul style="list-style-type: none"> Food and Nutrition Career PowerPoint Scoring Guide Mastery: 80% | | |
| <u>Sample Assessment Questions</u> | | |
| <ul style="list-style-type: none"> Describe the education needed to become a Dietician | | |

Instructional Resources/Tools

- Food and Nutrition Career PowerPoint project
- Microsoft PowerPoint
- Computers
- Websites:
 - www.bls.gov
 - www.acfchefs.org
 - www.ciachef.edu
 - www.artinstitutes.edu
 - www.cordonbleuusa.com

Literacy Connections

- 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
- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- Conduct short as well as more sustained research projects to answer a 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