Moon Area School District Curriculum Map

Course: Personal Nutrition and Wellness
Grade Level: 9-12
Content Area: FCS
Frequency: Semester Course

Big Ideas

1. After completion of this course elective, students will be able to recall, recite and demonstrate various techniques and exercises while executing numerous preparation and cooking methods.
2. After completion of this course elective, student will be able to recall, recite and demonstrate knowledge of nutrients to promote an overall high standard of healthy living as it pertains to nutritional needs.
3. To stimulate interest in lifelong learning pertaining to food preparation and nutrition, as well as, a potential career in an FCS or food industry career.

Essential Questions

1. Why is important to learn safety and sanitation procedures and to apply these procedures in the FCS classroom?
2. Explain the importance of using proper utensils for the correct job. How are some utensils able to be used for multiple procedures?
3. Why is it important to be able to make proper adjustments to recipes?
4. Explain the importance of lab procedure and why it is crucial to follow the rules of the lab?
5. Why is it important to understand recipe terminology?
6. What is a *Garde Manger* and what skills are necessary to be successful in this position.
7. Why do we cite so many knife selections, when the primary purpose is to cut things?
8. Why is proper knife maintenance important?
9. How might different ingredients impact the different sizes of cuts that are made when preparing food?
10. Why is presentation important and what does it mean, “we eat with our eyes”?
11. In culinary terms how do we define fruits?
12. What are the different forms in which you can purchase fruits and what benefits of each form.
13. What are some of the myths that we believe in terms of what fruits are best for providing certain vitamins and minerals?
14. What is the difference between underripe and immature fruits?
15. What should we look for when selecting fruits at the grocery store?
16. Why do we not want to let raw fruits soak?
17. What is enzymatic browning and how can we prevent enzymatic browning from happening?
18. What are the primary differences between fruits and vegetables?

19. What is best way of classifying vegetables and why?
20. What does it mean the darker the vegetable the better it is for you?
21. Why is there is such an emphasis on watching the cook times of vegetables?
22. What human errors can effect the nutritional value of vegetables?
23. What is a nutrient?
24. What is nutrition?
25. What are the benefits of having an overall healthy diet?
26. Why do we say that digestion starts with the eyes?
27. What is your metabolism?
28. Where do we find carbohydrates?
29. Why is fiber important in our diets?
30. What happens when the body has too many carbs?
31. What happens when the body does not have enough carbs?
32. Where do we find proteins?
33. What does “essential” mean in relation to dietary nutrition?
34. How does someone who is vegetarian need to adapt their diets to make sure they get all of the essential amino acids.
35. Why do we need proteins in our diets, what do they do?
36. What do we know about the amount of protein that is provided by each “protein identified food”?
37. What is the primary difference between saturated and unsaturated fats?
38. What are the sources of saturated fats?
39. What are the sources of unsaturated fats?
40. Does the historical teachings of fats still stand true today or have we debunked our thoughts and beliefs on fats?
41. What is the difference between good and bad cholesterol?
42. What do we really know about vitamins and minerals and why they are essential in our diets?
43. What is the difference between organic and inorganic substances?
44. How did vitamins get their names?
45. Do we need more or less or the same amounts of all vitamins and minerals?
46. Why is water essential to our diet?
47. Why are eggs considered to be one of the most versatile foods in cooking?
48. What is candling and how can it effect egg cost?
49. What is an emulsion and how do eggs serve as an emulsifier?
50. Why might people select egg substitutes over traditional eggs?
51. How do the proteins in eggs serve a function beyond their normal nutritional function?
52. What is the main benefit of a diet rich in seafood?
53. What is the main concern with eating a diet that is excessively rich in seafood?
54. Are there limitations with cooking different types of fish with its structure?
55. How does the grading system vary for fish from meat and poultry?
56. What are the different market forms of fish and how might they effect the price

57. Why is exercise Important and how can we improve our personal plans to achieve our goals?
58. How should your personal goals differ if you are an athlete compared to if you are not an athlete?
59. How does the way that you feel you are perceived effect how you exercise?
60. What impact does the media have on eating disorders?
61. What is the difference between perception and reality as it relates to eating disorders?
62. What parts of nutrition remain constant and what parts of nutrition change as we cycle through life.

Primary Resource(s) & Technology:

- Textbook- *Guide to Good Food,* The Goodheart-Willcox Company, INC. Copyright 2006; *Culinary Essentials,* McGraw-Hill company, Copyright 2010; *Nutrition Food and Fitness,* The Goodheart Willcox Company, INC. Copyright 2006.
- Microsoft Teams, Student Laptops
- Teacher Guider PowerPoints
- Student Guided Notes, created by teacher
- Provided recipes
- Recipe ingredients
- Use of kitchens including various kitchen tools/equipment/appliances

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
B.I. 1 and 3 E.Q.1-5	11.3.3.B 11.3.3.F 11.3.6.B 11.3.6.F 11.3.9.B 11.3.9.F	**Exploration of Cooking and Nutrition Overview** • Comfort with TEAMS and Skyward • Review Syllabus and Course Overview - *Introductions* • - *Asynchronized and Synchronized Instruction*	1 week
	11.3.3.B 11.3.3.F	**Unit 1: Course Introduction** • Apply knowledge to avoid kitchen accidents. • Apply knowledge to avoid food borne illness and other related effects on improper food handling.	1-2 weeks

The case for personal hygiene techniques in food handling (e.g., hand wa

g., volume, weight, fractions

	11.3.6.B 11.3.6.F 11.3.9.B	Apply knowledge to successfully complete labs safely and efficiently. Describe safe food handling techniques (e.g., storage, temperature co conditions that create a safe working environment for food productio Analyze basic food preparation techniques and food-handling procedu ct and prevention of microbial contamination, parasites and toxic che	
	11.3.3.B 11.3.3.F 11.3.6.B 11.3.6.F 11.3.9.B	• **<u>Equipment, Appliances, Vocab, Reading a Recipe, Measuring and Equivalents</u>** • Understand the importance of adjusting recipes. • Through cross-curricular teaching apply skills that can be used in math which deal with measuring and fractions.	1-2 weeks
B.I. 1-3 E.Q. 6-26	11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D	**<u>Unit 2 Knife Skills, Fruits and Vegetables</u>** • Knife Skills: o Construction and selection ▪ Materials ▪ Fabrication ▪ Tangs ▪ Knife parts o Types of knives and general uses ▪ Chef ▪ Utility ▪ Filet ▪ Slicing ▪ Serrated ▪ Paring o Cutting boards o Knife sharpening o Knife safety o Different cuts ▪ Rondelle ▪ Dice-small, medium, large ▪ Brunoise ▪ Batonnet ▪ Julienne ▪ Mince ▪ Chiffonade ▪ Chopping ▪ Grating o Knife safety o Demonstration of different knife cuts o Students will practice different knife cuts but creating a tossed salad where they will chop lettuce, dice	3-5 weeks

		peppers and tomatoes, rondelle cucumbers, julienne carrots, brunoise onion, and chiffonade spinach. Dressings will be used from previous demonstration as well as homemade croutons.
		• Fruits
		  ○ Botanically speaking, a fruit is the portion of the plant that contains seeds. Fruits develop from the ovary of the flower after pollination and subsequent fertilization and form a protective covering over the seeds.
		  ○ In Culinary terms we usually consider fruits to be ones that we serves as appetizers or as deserts.
		• Fruit types
		  ○ Fresh
		  ○ Frozen
		  ○ Canned
		  ○ Dried
		  ○ Group activity- students will discuss a positive and negative of purchasing each type of fruit.
		• Fruit grading
		• Fruit classifications
		  ○ Berries
		  ○ Drupes
		  ○ Pomes
		  ○ Citrus
		  ○ Melons
		  ○ Tropical
		  ▪ Each fruit will have a brief description of the fruit identification
		  ▪ Each fruit will discuss what parts of the fruit are inedible
		• Nutritional value
		  ○ Group activity: Students will discuss in their groups fruit myth and facts that are commonly known or perceived
		  ○ As a class we will then discuss some common fruit myth and facts as well as give better alternatives that	

		students can choose to obtain vitamins and minerals.
		• Fresh fruit selection
		  ○ Ripeness
		  ○ Underripe vs. immature
		  ○ Damaged fruits
		  ○ Fruit shelf life
		  ○ Student activity: students will use the classroom text book to research three of their favorite fruits and how to select them when shopping at the grocery store
		• Fruit storage
		• Fruit preparation
		  ○ Cleaning of raw fruits
		  ▪ Emphasis on not allowing fruits to soak (water soluble vitamins)
		  ○ Application of uncooked fruits
		  ○ Enzymatic browning
		  ○ Cooking fruits and scientific changes
		• Cooking fruit principles
		  ○ Baking
		  ○ Broiling
		  ○ Frying
		  ○ Microwaving
		  ○ Fruit preserves
		  ○ How to cut and prepare specific fruits
		• Assessment
		  ○ Lab will consist of various fruit labs that can include but not be limited to apple fritters, apple crisp, fruit salsa, peachy chicken picante, lemon cream sauce over linguine.
		  ○ Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.
		• Vegetables
		  ○ Botanical definition	

		○ Group activity: students will decipher the differences between fruits and vegetables. • Benefits of adding vegetables to a meal beyond nutrition • Vegetable selection and storage ○ Fresh ○ Canned ○ Frozen ○ Dried • Vegetable classifications ○ Group activity: students will discuss in their groups the different ways that they believe that we can classify vegetables ○ Parts of the plant ▪ Bulbs ▪ Flowers ▪ Fruit vegetables ▪ Stems ▪ Leaves ▪ Tubers ▪ Seeds ▪ Roots ○ Flavor ○ Color • Nutrients ○ Vitamins ○ Minerals ○ Phytochemicals ○ Importance of color in terms of nutritional value ○ Reading activity: Students will read a brief article discussing the importance of "white vegetables" in the diet to provide certain nutrients to dispel that lighter colored vegetables contain little to no nutritional value. • Daily recommendation according to MyPlate • Vegetable selection ○ Color ○ Firmness ○ Absence of decay and bruising ○ Size	

		▪ Immature ▪ Over-mature • Vegetable storage • Vegetable preparation • Vegetable cookery • Assessment o Labs will consist of various vegetable labs that can include but not be limited to vegetable soup with homemade vegetable stock, stir-fry with tofu, stuffed peppers, etc. o Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.	
B.I. 1-3		Grains • Cereal grains o Corn o Wheat o Rice Oats o Barley o Rye • Grains differ in size and shape, but they all have kernels with similar structures • Whole Grain: o Bran o Germ o Endosperm • Rice o Long grain- dry fluffy when cooked o Short grain- small and sticky when cooked • Rice cooking methods • Nutritional value o MyPlate recommendations o Carbs o Proteins	
B.I, 1-3	11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F	**<u>Unit 3 Nutrients</u>** • Nutrient- chemical compound • Nutrients- o Carbohydrates	4-6 Weeks

E.Q. 23-27	11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D	○ Proteins ○ Fats ○ Vitamins ○ Minerals ○ Water • Nutrition: the study of how the body uses nutrients • Malnutrition ○ Causes ▪ Diet ▪ Body absorption • Keys to good nutrition ○ Balance ○ Variety • Digestion- Mechanical and chemical process of breaking down food ○ Mouth ○ Esophagus ○ Stomach ▪ Breaks down fat and proteins ○ Small intestine ▪ Bile ▪ Pancreatic juice ▪ Intestinal juice ○ Large intestine • Absorption ○ Villi-increases expansion ○ Nutrient transported to the live • Liver changes nutrients into usable forms ○ Carbs ○ Fat ○ Proteins • Metabolization is the use of nutrients for energy • Calories- amount energy need to raise four cups of water by one degree Celsius • Basal metabolism- minimum amount of energy required to maintain automated processes • Energy requirements ○ Carbs- 4 kcal/gram ○ Proteins- 4 kcal/gram ○ Fats- 9kcal/gram ○ Alcohol- 7kcal/gram • Micronutrients provide no energy	

B.I. 1-3
E.Q. 28-31
 	
B.I. 1-3
E.Q. 32-36
		Carbohydrates
		• Carbohydrates
		  ○ Chief energy source
		  ○ Converts carbs to glucose
		• Carbohydrates
		  ○ Simple
		  ▪ Sugar
		  ○ Complex
		  ▪ Starch
		  ▪ Fiber
		• Simple carbohydrates
		  ○ Monosaccharides
		  ▪ Glucose- blood sugar
		  ▪ Fructose- fruit sugar
		  ▪ Galactose- combines with glucose to make milk sugar
		  ○ Disaccharides
		  ▪ Sucrose- table sugar
		  ▪ Lactose- protein for growth
		  ▪ Maltose- found in grains
		• Complex carbohydrates
		  ○ Starches- pastas, cereals, etc.
		  ○ Fiber- aids in digestion
		• Carb sources
		• Carb deficiency
		• Carb toxicity
		Proteins
		• Protein- nutrient that builds, repair and maintain body tissues.
		• Amino acids
		  ○ 20 amino acids
		  ○ 9 essential amino acids
		  ○ 11 non-essential amino acids
		• Complete proteins
		  ○ Animal sources
		  ○ Contain all amino acids
		• Incomplete proteins
		  ○ Plants sources
		  ○ Lacking one or several of the amino acids
		• Digestion
		• Vegetarians: Someone who lives off of a mostly or all plant bases diet
		  ○ Lacto-ovo	

		○ Lacto vegetarian ○ Ovo vegetarian ○ Vegan • Leucine- ○ Function-stimulates muscle strength and growth as well as regulates insulin and increases mental health. ○ Plant sources • Isoleucine ○ Function-helps produce energy and hemoglobin and also nitrogen growth within the muscles ○ Plant sources • Lysine ○ Function-proper growth and production of carnitine as well as calcium absorption and collagen production. ○ Plant sources • Methionine ○ Function- helps form cartilage also aids in the production of muscle growth and creatine. ○ Plant sources • Phenylalanine ○ turns into tyrosine once ingested, which is another amino acid that's needed to make proteins, brain chemicals, and thyroid hormones. ○ Functions • Threonine ○ promotes a healthy immune system as well as good, heart, liver, and central nervous system health. Also helps with maintenance and repair, promote good bones, skin and hair health as well as helping with the health of connective tissue and joints. ○ Plant sources • Tryptophan ○ Function-healthy nervous system and brain health, along with sleep, muscle growth and repair, and	

B.I. 1-3 E.Q. 37-41		overall neurotransmitter function, also converts to serotonin. o Plant sources • Valine o Function- used for endurance and overall good muscle health. o Plant sources • Histidine o Function- used for transporting neurotransmitters as well aiding in the creation of red and white blood cells that help detoxify the body. o Plant sources • Need for Protein o Growth and maintenance o Enzymes that create chemical reactions o Hormones are chemical messengers ▪ Insulin ▪ Thyroid hormone o Antibodies fight disease o Fluid balance • Percent Daily Values • Protein toxicity • Protein deficiency • How much protein do we get from foods? Fats and lipids • Lipids- a family of chemical compounds found in every cell of the body o Contain fatty acids: ▪ Carbon- varying amounts • Saturated • Unsaturated ▪ Hydrogen ▪ Oxygen • Saturated fats- contain maximum amount of hydrogen o Usually come from animal sources • Unsaturated fats- missing hydrogen o Exclusively from plant sources o Mono-unsaturated o Poly-unsaturated • Hydrogenation- addition of hydrogen to solidify unsaturated fats	

B.I. 1-3
E.Q. 41-46
		• Tans-fatty acids- found in processed foods
		• Cholesterol- fat like substance found in every cell of the human body
		  ○ Dietary
		  ○ Blood
		• Good vs. Bad cholesterol
		• Functions of fat
		• Fat toxicity
		• Fat deficiency
		
		Vitamins and Minerals
		• Micro-nutrients- essential in small amounts
		  ○ Vitamins
		  ○ Minerals
		• Vitamins-complex *organic* substances used for normal growth, maintenance, and reproduction
		• Minerals- *inorganic* substances used to regulate bodily processes
		• Types of vitamins:
		  ○ Fat soluble
		  ○ Water soluble
		• Fat soluble vitamins
		  ○ Vitamin A
		  ▪ Function
		  ▪ Sources
		  ▪ Toxicity
		  ▪ Deficiency
		  ○ Vitamin D
		  ▪ Function
		  ▪ Sources
		  ▪ Toxicity
		  ▪ Deficiency
		  ○ Vitamin E
		  ▪ Function
		  ▪ Sources
		  ▪ Toxicity
		  ▪ Deficiency
		  ○ Vitamin K
		  ▪ Function
		  ▪ Sources
		  ▪ Toxicity
		  ▪ Deficiency
		• Water soluble vitamins
		  ○ Vitamin C	

		▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o B vitamins ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency • Minerals- 21 minerals needed for good health, but not all minerals are fully understood • Macro vs. Trace • Macro o Calcium ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Phosphorus ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Magnesium ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Sodium, chlorine, potassium ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency • Trace elements o Fluorine ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Iodine ▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Iron	

		▪ Function ▪ Sources ▪ Toxicity ▪ Deficiency o Zinc • Water o Functions o Recommended amount • Assessment o Labs will consist of various basic skills labs that will consist of various recipe that foster important cooking skills. o Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.	
B.I. 1-3 E.Q. 47-56	11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D	**<u>Unit 4: Animal Proteins and Breakfast Cookery</u>** • Eggs and Breakfast cookery o Eggs are one of the most versatile foods that we use in cooking • Nutritional value o MyPlate: 5-6 ½ ounce servings daily of protein foods o One egg=One ounce serving o Protein o Vitamins o Minerals o Cholesterol • Egg selection and storage o Grading- candling o Grade AA o Grade A o Grade B o Grading is based on appearance and does not necessarily effect the nutritional value of the egg. o Egg size ▪ Jumbo ▪ Extra large ▪ Large	4-6 Weeks

		▪ Medium ▪ Small ▪ Pee wee ○ Storing eggs • Eggs as and ingredients ○ Emulsifier ○ Foaming ○ Thickener ○ Binding agents ○ Interfering agent • Egg substitutes • Egg cooking methods ○ Scramble ○ Poach ○ Fry ○ Bake ○ Hard-cook ○ Soft-cook ○ Microwave • Egg dishes ○ Omelets ○ Souffle ○ Frittata ○ Quiche • Quick service breakfast ○ Breakfast meats ▪ Bacon ▪ Ham ▪ Canadian bacon ▪ Sausage ▪ Hash ▪ Steak ○ Breakfast meat cookery ○ Breads and cereals ▪ Ready made breads ▪ Hot cereals ▪ Cold cereals ▪ Doughnuts ▪ Pastries ▪ Quick breads ○ Pancakes ○ Waffles	

		- French Toast - Potatoes - Assessment- labs for this unit will consist of but not be limited omelets, pancakes, quiche, etc., as well as demonstrations to properly cook different dairy products. - Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit. - Fish and Shellfish - Finfish have fins and backbones - Shellfish have shells instead of backbones - Fish - Fatty fish- large amount of fat - Lean fish- smaller amounts of fat - Cooking: - Naturally tender - Cook rapidly - Can use moist cooking techniques - Will fall apart - Fish structure - Flat fish - Round fish - Boneless fish - Nutritional value 5-6 ½ ounces protein serving - Fat content - Vitamins - Minerals - Inspection and grading- grading is optional, canned and frozen seafood inspection is required - Inspection - Type 1 - Type 2 - Type 3 - Grading - Grade A - Grade B - Grade C - Market forms of fish	

		- Fresh fish - Whole - Drawn - Dressed - Fillets - Butterflied - Steaks - Cubes - Sticks - Purchase and store fresh fish - Frozen fish - Quality - Thawing and handling - Purchasing - Canned fish - Shellfish - Mollusks- hard outer shell, no interior skeleton - Univalve- single shell such as conch - Bivalve- two shell hinged, oysters and clams - Oysters - Market forms - Handling and storage - Clams - Market forms - Handling and storage - Mussels - Market forms - Handling and storage - Scallops - Market forms - Handling and storage - Crustaceans- hard outer shell, and joined skeleton - Lobsters - Market forms - Handling and storage - Shrimp - Market forms - Handling and storage - Crab - Blue crab - Soft-shell - Alaskan king	

		▪ Alaskan snow ▪ Dungeness ▪ Stone ▪ Market forms ▪ Handling and storage o Crayfish • Other forms of seafood o Squid o Frog legs o Escargot o Surimi o Eel • Fish and shellfish cookery o Baking o Broiling and grilling o Frying o Poaching • Assessment- labs for this unit will consist of but not be limited shrimp scampi, teriyaki glazed salmon, etc., as well as demonstrations to properly cook different seafood. • Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.	
B.I. 1-3 E.Q. 57-62	11.3.3.B 11.3.3.C 11.3.3.D 11.3.3.E 11.3.3.F 11.3.3.G 11.3.6.A 11.3.6.B 11.3.6.C 11.3.6.D 11.3.6.E 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.C 11.3.9.F	**<u>Unit 5: Personal Care, Wellness and Specialized Nutrition</u>** Lifetime fitness • Goals for physical activity o Good health o Total fitness o Peak athletic performance • Benefits of physical activity o Appearance o Disease prevention o Improved mental outlook • Total fitness o Cardiorespiratory fitness ▪ Aerobic ▪ Anerobic o Muscular endurance	2-4 weeks

	11.3.12.A 11.3.12.C 11.3.12.D 11.3.12.F	○ Strength ○ Flexibility ○ Body composition • Keys to a Successful Exercise Program ○ Put fitness goals into writing ○ Choose activities you enjoy ○ Choose convenient times ○ Know personal levels and be realistic Sports Nutrition • Nutrient Needs for an Athlete • Sources for Muscle Energy ○ Lactic acid- incomplete breakdown of glucose ○ Endurance athletes • Athletes Dietary Needs ○ Protein intake-foods beyond meat providing protein ○ Vitamin and mineral supplements ○ Carb loading- importance for endurance athletes • Fluid needs • Performance Day Meals • Weight Concerns for Athletes • Weight Loss for Events • Gaining Weight For Competition • Performance Aids Eating disorders • Anorexia nervosa- characterized by an excessive fear of weight gain ○ Nervosa- indicates illness is of psychological origin ○ Characteristics and behaviors ○ Outcomes and negative impact • Bulimia nervosa- characterized by overeating and purging ○ Characteristics and behaviors ○ Outcomes and negative impact • Binge eating disorder- characterized by uncontrolled, impulsive eating beyond being comfortably full. ○ Characteristics and behaviors ○ Outcomes and negative impact	

		• Obesity-medical condition which excessive body has accumulated to a point that it has a negative overall impact on ones health
		  ○ Characteristics and behaviors
		  ○ Outcomes and negative impact
		• Factors of eating disorders
		  ○ Psychological
		  ○ Interpersonal
		  ○ Social
		  ○ Media
		  ○ Body image
		• Food behaviors
		• Exercise
		Lifetime Nutrition
		• Changing Nutritional Needs
		• Pregnancy and lactation
		  ○ Health needs pre-pregnancy
		  ○ Nutritional needs during pregnancy
		  ○ Nutrient needs during lactation
		  ○ Meals to meet nutritional needs
		  ○ Special dietary concerns
		• Infancy and Toddlerhood
		  ○ Growth patterns
		  ○ Nutrient needs
		  ○ Meals
		  ○ Foods
		  ○ Eating problems
		• Childhood
		  ○ Growth patterns
		  ○ Nutrient needs
		  ○ Meals for children
		  ○ Nutrition and fitness problems
		• Adolescence
		  ○ Growth patterns
		  ○ Nutrient needs
		  ○ Meals for adolescence
		  ○ Nutrition and fitness problems
		• Adulthood
		  ○ Growth patterns
		  ○ Nutrient needs
		  ○ Meals for adults
		  ○ Nutrition and fitness problems
		  ○ Special problems for elderly
		• Assessment	

		○ Labs will consist of various basic skills labs that will consist of various recipe that foster important cooking skills. ○ Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit. **<u>Final Assessment</u>** To show mastery level of course content students will participate in either: • A culminating final exam that will include content from each unit in the form of multiple choice, matching, true/false, and short answer or essay questions, or • A research based PowerPoint on a nutritional topic of their choosing	1-2 weeks
