

Course Title – Living Skills	
Implement start year – 2018-2019	
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Unit # 3, topic – Foods and Nutrition	
Transfer Goal – Students will be able to independently use their learning to follow a recipe using proper measuring techniques. Students will be able to independently use their learning to make good decisions about healthy food choices.	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
<ul style="list-style-type: none"> 9.2.12.C.3 Identify transferable career skills and design alternate career plans 	

<ul style="list-style-type: none"> 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. 	<p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> There are specific measuring tools and techniques for different types of foods. <p><i>EU 2</i></p> <ul style="list-style-type: none"> Following a recipe step-by-step will lead to anticipated outcomes. <p><i>EU 3</i></p> <ul style="list-style-type: none"> Knowledge of proper equipment and correct usage will ensure the expected result of a recipe. <p><i>EU 4</i></p> <ul style="list-style-type: none"> Making healthy food choices from each food group (fruits, vegetables, grains, proteins and dairy products) positively impacts the health and well-being of the individual. <p><i>EU 5</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> What would happen if you did not use the proper measuring tool when preparing a recipe? <p><i>EU 2</i></p> <ul style="list-style-type: none"> What could happen if you did not follow a recipe exactly as it is written? <p><i>EU 3</i></p> <ul style="list-style-type: none"> Why should you use the correct equipment during food preparations? <p><i>EU 4</i></p> <ul style="list-style-type: none"> What is a balanced diet? Why is it important to eat a variety of foods from each food group daily? What influences an individual's food choices? <p><i>EU 5</i></p>

<ul style="list-style-type: none"> Knowing the best ways to plan and prepare foods can maximize their nutritional benefits. <p><i>EU 6</i></p> <ul style="list-style-type: none"> Reading the nutritional labels on foods is important for better health. 	<ul style="list-style-type: none"> How can you plan and prepare a meal to ensure you are getting the most nutrition from your food? How can you plan and prepare a meal for a group when a guest has dietary restriction? <p><i>EU 6</i></p> <ul style="list-style-type: none"> How can reading nutritional labels improve health? How can reading nutritional labels assist in preparing foods for someone with a dietary restriction?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Names and usage of kitchen tools and equipment. The appropriate measuring tools and techniques that are needed for certain foods. <p><i>EU2</i></p> <ul style="list-style-type: none"> How to read and follow a recipe. <p><i>EU3</i></p> <ul style="list-style-type: none"> Ways to use basic kitchen utensils and equipment. <p><i>EU4</i></p> <ul style="list-style-type: none"> Which foods belong to the basic food groups. Which foods/food groups are good sources of the various nutrients. <p><i>EU5</i></p> <ul style="list-style-type: none"> Ways to plan and prepare foods to maximize their nutritional value. <p><i>EU6</i></p> <ul style="list-style-type: none"> Where to find nutritional information. What information can be found on the nutritional labels on food packages and on restaurant menus. How to interpret the information found on nutritional labels. How to interpret the information found on packages to determine if food can be used with certain dietary restrictions. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Choose the correct tools and equipment for specific tasks when preparing foods. Choose the appropriate dry and liquid measuring tools. Demonstrate correct measuring techniques for dry and liquid food items. <p><i>EU2</i></p> <ul style="list-style-type: none"> Read and follow a basic recipe sequentially. <p><i>EU3</i></p> <ul style="list-style-type: none"> Use kitchen appliances, equipment and utensils appropriate to the task. <p><i>EU4</i></p> <ul style="list-style-type: none"> Identify and select foods from the basic food groups for maximum nutritional benefit. Make appropriate food choices for their individual needs. <p><i>EU5</i></p> <ul style="list-style-type: none"> Prepare, cook, or bake foods to maximize their nutritional value. Plan and prepare a balanced meal using the nutritional guidelines according to the USDA. <p><i>EU6</i></p> <ul style="list-style-type: none"> Find nutritional information on package labels and menus

- in restaurants.
- Evaluate the nutritional information found on packages and restaurant menus.
- Evaluate the ingredients found on packages to determine if product can be used with certain dietary restrictions.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Food journal entries
- Vocabulary quizzes
- Question and answer discussions
- Measuring quizzes
- Hands-on evaluations
- Teacher observations
- Summative assessment

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Demonstration of the proper dry and liquid measuring techniques (A)
- Measuring tool bingo (A)
- Gallon Guy worksheet and game (A, M)
- Measuring tools match game (M)
- While cooking, choose the proper measuring tools and equipment for tasks (T)
- Measuring dry, liquid, and solid ingredients accurately while preparing a recipe (T)
- Equipment vocabulary bingo (A)
- Equipment identification flashcards-student made-create cards with kitchen tool picture on one side and the usage and spelling on the other (M)
- Who Am I scavenger hunt to identify and locate various utensils, tools, and equipment (T)
- PowerPoint presentations on protein, grain, fruits, vegetables, and dairy products (A)
- Food group bingo (A)
- Show DVD: Get Wise with Portion Size (A)
- Show DVD: Think before you drink: Sugar Shockers and Beverage Tips (A)
- Show DVD: Color Power: Fruits and Vegetables (A)
- Show DVD: My Plate Dietary Guidelines: Create a Great Plate
- Two fruits and a lie- Teacher states facts and students have to determine whether the fact is true or false about a food (A, M)
- What fruit (vegetable, grain, protein, or dairy product) am I? –Student is given a specific food on a sticky on their forehead and they have to ask questions to their partner to figure out what food they are (M)
- Develop a menu for a balanced meal (M)
- Review fast food menus for nutritional value (M)
- My Plate worksheet activity (M)
- Serving size activity-students measure out a specific amount of food and students vote on the correct serving size (M)
- Use food labels to discover the ingredients, nutritional value and the freshness of a product. (M)
- Compare and contrast package and restaurant labels for better nutrition. (M)
- Taste testing foods from each food group (M)
- Taste test the different fat contents of milk (M)
- Use Fooducate app/website to determine if a food is healthy or unhealthy (A, M)
- Brown bag activity –bring balanced lunch to school (T)
- Prepare a food in a healthy and unhealthy way (T)
- Read recipes and follow steps in sequence to prepare recipes (T)
- Read and follow cooking directions on package foods. (T)
- Demonstrate practical application of skills through various field trips, including but not limited to restaurants, retail/grocery stores, municipal services and the mall. (T)

