

Mt. Zion High School Curriculum Map

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Department: Family and Consumer Sciences

Subject: Nutrition & Culinary Arts II

Quarter	Essential Skills	Strategies and Activities	Standards	Assessments
1	<p>1. Students will analyze and evaluate nutrition and fitness according to society, social media, healthy living standards, and personal fitness goals.</p> <p>2. Students will criticize and categorize safety and sanitation used by the food industry, in the classroom, and personally.</p> <p>3. Students will predict the outcome of the Oxidative Enzymatic Browning (OEB) process. Students will discover ways to prevent OEB.</p>	<p>1a. Students will compile and arrange nutrition and fitness data using internet resources and the myfitnesspal iPad application.</p> <p>b. Students will diagram personal fitness and nutrition activity.</p> <p>c. Students will summarize personal fitness and nutrition activity.</p> <p>2a. Students will discuss and collaborate about the issues related to safety and sanitation.</p> <p>b. Students will experiment with glow-germ—a bacterial simulation demonstrating the movement of bacteria.</p> <p>c. Students will explain why safety and sanitation are important.</p> <p>3a. Students will manipulate OEB solutions through lab experimentation.</p> <p>b. Students will justify and defend homemade OEB solutions.</p> <p>c. Students will discover that OEB applications will be used throughout the semester.</p>	<p>10.w.8 11.RIT.1 11.w.6 S.ID.5</p> <p>10.W.3 11.RIT.1</p> <p>11.W.1 11.SL.2</p>	<p>1a. myfitnesspal research project scored with rubric.</p> <p>b. Nutrition/fitness test.</p> <p>2a. Laboratory experience scored with rubric.</p> <p>b. Safety and sanitation test.</p> <p>3a. Laboratory experiences (2) scored with rubric.</p> <p>b. Multiple tests throughout the semester (fruit, vegetables, salad).</p>

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1 cont.	<p>4. Students will categorize and classify fruits, vegetables, and grains. Students will also understand cooking techniques and preparation methods.</p>	<p>4a. Students will outline fruit and vegetable types—using notes, the textbook, and collaboration—to create diagrams.</p> <p>b. Students will differentiate between grain types—using notes, the textbook, collaboration, and laboratory experiences.</p>	<p>11.SL.2 11.RL.10</p>	<p>4a. Fruit laboratory experience scored with rubric.</p> <p>b. Vegetable laboratory experience scored with rubric.</p> <p>c. Grain laboratory experience scored with rubric.</p> <p>d. Multiple tests throughout the semester (fruit, vegetables, grains).</p>
2	<p>5. Students will explain and summarize gluten, gluten development, the scientific properties of gluten, and gluten allergies.</p>	<p>5a. Students will experiment with and explain the gluten development and the properties of gluten by completing multiple laboratory experiences.</p>	<p>11.W.1 11.W.9</p>	<p>5a. Grain laboratory experience scored with rubric.</p> <p>b. Quick bread laboratory experience scored with rubric.</p> <p>c. Pie laboratory experience scored with rubric.</p> <p>d. Multiple tests throughout the semester (grain, quick breads, pies).</p>

Quarter	Essential Skills	Strategies and Activities	Standards	Assessments
2 cont.	<p data-bbox="281 159 716 326">6. Students will analyze and judge the leavening process. Students will also understand cooking techniques and preparation methods.</p> <p data-bbox="281 764 695 899">7. Students will experiment with and distinguish between four different sauces. Students will understand gelatinization.</p> <p data-bbox="281 1089 722 1224">8. Students will generate food preparation techniques, implementation, and evaluation throughout the entire semester.</p>	<p data-bbox="764 159 1289 363">6a. Students will classify leavening agents using—notes and worksheets.</p> <p data-bbox="764 266 1289 363">b. Students will experiment with leavening methodology through laboratory experiences.</p> <p data-bbox="764 764 1268 867">7a. Students will develop sauces with the understanding that this process requires gelatinization.</p> <p data-bbox="764 911 1209 976">b. Students will experiment with the principles of gelatinization.</p> <p data-bbox="764 1089 1283 1154">8a. Students will develop, prepare, and evaluate recipes throughout the semester.</p>	<p data-bbox="1333 159 1430 224">11.RL.1 11.W.9</p> <p data-bbox="1333 764 1430 792">11.W.4</p> <p data-bbox="1333 1089 1444 1154">11.RL.10 12.RIT.7</p>	<p data-bbox="1587 159 1860 256">6a. Quick bread laboratory experience scored with rubric.</p> <p data-bbox="1587 302 1898 399">b. Multiple tests throughout the semester (bread, pie, cookies)</p> <p data-bbox="1587 480 1877 578">7a. Starch laboratory experience scored with rubric.</p> <p data-bbox="1587 623 1898 753">b. Multiple tests throughout the semester (grains, salad, casserole, soups)</p> <p data-bbox="1587 802 1898 932">8a. Multiple laboratory experiences throughout the semester scored with rubric.</p> <p data-bbox="1587 980 1898 1045">b. Multiple tests throughout the semester.</p> <p data-bbox="1587 1089 1881 1256">b. Final examination at the end of the semester (will encompass everything on this curriculum map).</p>