

<p><b>Grade, Subject/Course:</b> 9-12, Foods &amp; Nutrition 1</p>	
<p><b>Unit:</b> Nutrition and Food Choice</p>	<p><input checked="" type="checkbox"/> Essential      <input type="checkbox"/> Important      <input type="checkbox"/> Compact</p>
<p><b>Big Idea:</b></p> <p>Nutrition, eating habits, and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>Food Supply</b>          11.1.K-2.A: Identify the production steps that food travels from the farm to the consumer.           11.1.3-5.A: Demonstrate knowledge of techniques used to evaluate food in various forms.</p> <p><b>Nutrition Analysis</b>          11.1.K-2.C: Explain the importance of eating a varied diet in maintaining health.           11.1.3-5.C: Establish factors that affect food choices.</p> <p><b>Meal Management</b>          11.1.3-5.D: Identify components of a well-balanced meal.           11.1.6-8.D: Hypothesize the effectiveness of the use of meal management principles.</p> <p><b>Nutrition and Health</b>          11.1.K-2.H: Classify foods by food groups within the current USDA dietary guidelines.          11.1.3-5.H: Describe a well-balanced daily menu using the current USDA dietary guidelines.</p>	<p><b>Interdisciplinary Standards (if applicable):</b></p>

<p><b><u>Calories and Energy</u></b>          11.1.3-5.I: Describe the relationship between food input and energy output.</p>	
<p><b><u>Essential Questions:</u></b></p> <p>Why is it important to be aware of your eating habits?          How many colors of food do you eat a day?          Why is it not a good thing to eat the same foods every day?          What types of food does the body need?          Why does the ChooseMyPlate have that shape?          What determines where food items are placed on the ChooseMyPlate?          What does a food-serving look like?          What is the connection between food and energy?          What are some ways to classify or group foods?          What is the connection between our senses and our reaction to foods?          How can food be processed to last longer?          How much of the food you eat is processed?          What factors influence eating habits?          Why is it important to identify the factors that influence personal eating habits?          What are the characteristics of a well-balanced daily menu?          Why are there multiple ChooseMyPlate layouts?          What are the dietary guidelines?          Why should you choose nutrient dense foods?          What is the connection between food and energy?          What is the relationship between calories and weight loss or gain or maintenance?          What is the purpose and process of digestion?</p>	<p><b><u>Understandings:</u></b></p> <ul style="list-style-type: none"> <li>● Students will know that...             <ul style="list-style-type: none"> <li>○ people need a variety of foods to stay healthy.</li> <li>○ the ChooseMyPlate is a guide for healthy living.</li> <li>○ digestion breaks down food into nutrients used by the body.</li> <li>○ senses affect our reaction to foods.</li> <li>○ food can be processed and preserved for later use.</li> <li>○ many factors affect food choices.</li> <li>○ the use of dietary guidelines and the ChooseMyPlate allows every individual the ability to plan and assess a well-balanced diet.</li> </ul> </li> </ul>

<p><b><u>Knowledge:</u></b></p> <p>Food choice factors          ChooseMyPlate          Dietary Guidelines for Americans          Nutrient dense foods          Healthy diets          Nutrition Facts Labels          Food related diseases          Portion sizes          Food preservation          Taste buds</p>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...             <ul style="list-style-type: none"> <li>○ investigate factors such as cost, nutritional value, food preparation, family customs, ethnicity, geography, availability, convenience, taste, health conditions/concerns and determine how these factors influence food choices.</li> <li>○ compare and contrast the effects of psychological, cultural and social influences on food choices &amp; other nutrition practices.</li> <li>○ analyze the effect of nutrients on health, appearance and optimal performance.</li> <li>○ classify foods by nutrient group.</li> <li>○ describe how to choose foods using current food guidelines.</li> <li>○ describe the purpose of the digestive process.</li> <li>○ explain the relationship between caloric in-take versus energy output.</li> <li>○ categorize nutrients that provide energy.</li> <li>○ conduct sensory evaluations of food products.</li> <li>○ identify various foods that have textures that are crunchy, chewy, hard, soft, tough, sticky and gooey.</li> <li>○ identify foods that are sweet, sour, salty or bitter.</li> <li>○ identify different food forms in the marketplace.</li> <li>○ suggest reasons to preserve foods in different forms.</li> <li>○ identify reasons why people need foods in different forms.</li> <li>○ describe the importance of moderation and balance in a nutritious diet.</li> <li>○ distinguish between foods that are nutrient dense and those that are not.</li> <li>○ create a well-balanced daily menu using current dietary guidelines.</li> <li>○ utilize computer-based applications to design and evaluate an individualized food plan.</li> </ul> </li> </ul>
---	--

<p><b><u>Vocabulary:</u></b></p> <p>Healthy          Varied          ChooseMyPlate          Nutrient          Nutritional          Serving size          Dietary guidelines          Moderation          Nourish          Nutrient dense          Diet          Portion distortion          Symptom          Disorder          Energy          Modify          Whole grain          Nutritional deficiency          Empty calories          Calories          Classify          Variety          Digestion          Patterns          Krebs Cycle          Taste buds          Production          Enhance          Bio-Engineering          Food processing          Ethnicity          Customs          Culture          Energy output</p>	<p><b><u>Core Resources:</u></b></p> <p>Textbook: Preparation for Life &amp; Career and Food For Today</p> <p>Lab ingredients &amp; equipment</p> <p>Handouts (paper &amp; electronic)</p> <p>Food Recipes</p>
--	--

<p><b><u>Common Assessment(s):</u></b></p> <p>Objective Tests/Quizzes Constructed Responses Projects Class Participation Note Taking Presentations Daily Assignments Performance Tasks Food Lab Evaluations</p>	<p><b><u>Supplemental Resources:</u></b></p> <p>Reference materials  posters &amp; other visual materials  videos</p>
---	---

<p><b><u>Grade, Subject/Course:</u> Foods &amp; Nutrition 1</b></p>	
<p><b>Unit: Kitchen Skills &amp; Food Preparation (Fruits, Vegetables, Dairy Products, and Quick Breads)</b></p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Essential                  <input type="checkbox"/> Important                  <input type="checkbox"/> Compact         </p>
<p><b><u>Big Idea:</u></b></p> <p>Nutrition, eating habits, and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels.</p>	
<p><b><u>PA Core Content Standards/Anchors (or National Standards):</u></b></p> <p><b><u>Safety and Sanitation</u></b>                  11.1.K-2.B: Describe personal hygiene techniques in food handling.                  11.1.3-5.B: Describe safe food-handling techniques.                  11.1.6-8.B: Demonstrate food safety and sanitation procedures.</p> <p><b><u>Culinary Math and Measurement</u></b>                  11.1.K-2.E: Name and classify culinary measurement tools.                  11.1.3-5.E: Demonstrate measurement skills used in food preparation.                  11.1.6-8.E: Apply measurement and math skills in following recipe directions.</p> <p><b><u>Culinary Equipment and Techniques</u></b>                  11.1.K-2.F: Name basic kitchen measuring tools and cooking equipment.                  11.1.3-5.F: Describe the use of common cooking tools and equipment.                  11.1.6-8.F: Prepare a recipe using fundamental culinary skills and techniques.</p> <p><b><u>Food Sciences</u></b>                  11.1.K-2.G: Classify foods according to the senses.                  11.1.3-5.G: Understand and identify the physical changes that occur during food preparation.</p>	<p><b><u>Interdisciplinary Standards (if applicable):</u></b></p>

<p><b><u>Essential Questions:</u></b></p> <p>What actions can a person take to handle foods safely?          How can we control environmental conditions to keep foods safe?          What actions can be taken to prevent and reduce kitchen accidents?          Why must some foods be cooked before eating?          Why is it important to master basic food preparation techniques, such as measuring, cutting, mixing, and cooking?          What kind of knowledge do you need to successfully prepare foods?          Why is measuring important to the success of a recipe?          What are the components of a recipe?          How does food change when prepared?          What are some specific ingredients that create physical, chemical, and biological changes in foods?</p>	<p><b><u>Understandings:</u></b></p> <ul style="list-style-type: none"> <li>● Students will know that...             <ul style="list-style-type: none"> <li>○ proper food contamination and hygiene techniques should be used when handling food.</li> <li>○ foods can be prepared and handled by using various methods.</li> <li>○ environmental factors affect food safety.</li> <li>○ accurate measuring and reading directions yield consistent results.</li> <li>○ food preparation and preservation cause physical and chemical changes to occur.</li> </ul> </li> </ul>
<p><b><u>Knowledge:</u></b></p> <p>Personal hygiene          Handwashing techniques          Food storage          Cooking methods          Food preparation methods &amp; techniques          Cutting techniques          Mixing techniques          Food safety techniques          Kitchen accident prevention techniques          Proper measuring techniques for liquids, powders, and solids          Parts of a recipe          Basic food preservation techniques          Controlling of enzymatic actions in foods</p>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...             <ul style="list-style-type: none"> <li>○ explain the importance of personal hygiene.</li> <li>○ demonstrate correct procedures for handwashing, avoiding germ transfer, and storing food to prevent spoilage.</li> <li>○ explain basic food preparation techniques.</li> <li>○ demonstrate proper food handling procedures.</li> <li>○ identify food-borne illnesses.</li> <li>○ describe factors that contribute to food-borne illness.</li> <li>○ list conditions &amp; practices that promote safe food handling.</li> <li>○ list the parts of a recipe</li> <li>○ identify different types of measuring tools</li> <li>○ read and follow directions for a simple recipe</li> <li>○ list safety practices to follow when working in the kitchen</li> </ul> </li> </ul>

<p><b><u>Vocabulary:</u></b></p> <p>Hygiene Contamination Bacteria Germs Food-Borne illness Cross contamination Microbial contamination FDA (Food and Drug Administration) CDC (Centers for Disease Control) USDA (United States Department of Agriculture) EPA (Environmental Protection Agency) Food production Recipe Yield Consistent Components Cooking time Sanitation Convenience foods Preparation techniques Meal management Fermentation Physical change Biological change Chemical change</p>	<p><b><u>Core Resources:</u></b></p> <p>handouts</p> <p>Textbook: Preparation for Life &amp; Career and Food For Today</p> <p>Lab ingredients &amp; equipment</p> <p>Foods Recipes</p> <p>Reference materials</p> <p>posters &amp; other visual materials</p>
--	---

<p><b><u>Common Assessment(s):</u></b></p> <p>Objective Tests/Quizzes Constructed Responses Projects Class Participation Note taking Presentations Daily Assignments Performance tasks Food Lab Evaluations</p>	<p><b><u>Supplemental Resources:</u></b></p> <p>videos  Reference materials  posters &amp; other visual materials</p>
---	---

<p><b>Grade, Subject/Course: Foods and Nutrition 1</b></p>	
<p><b>Unit: Careers Related to Foods and Nutrition</b></p>	<p>___ Essential      ___ Important      <u> X </u> Compact</p>
<p><b>Big Idea:</b></p> <p>Careers in the foods and nutrition field support healthy eating habits and the use of culinary skills to support our society.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>Careers</b></p> <p>11.1.K-2.J: Identify career choices that relate to food.          11.1.3-5.J: Describe career choices within food service.          11.1.6-8.J: Investigate career choices within food services, sciences, and nutrition industries.          11.2.9-12.J: Analyze opportunities for employment, entrepreneurial endeavors and emerging careers in food services, sciences, and nutrition industries.</p>	<p><b>Interdisciplinary Standards (if applicable):</b></p>
<p><b>Essential Questions:</b></p> <p>Why is it important to learn about career choices in the food services, sciences, and nutrition industry?</p>	<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will know that...             <ul style="list-style-type: none"> <li>○ there are a variety of career opportunities available in food services, sciences, and nutrition industries.</li> <li>○ many skills needed to be successful in food services, sciences, and nutrition industries.</li> </ul> </li> </ul>

<p><b><u>Knowledge:</u></b></p> <p>Careers related to food services, sciences, and nutrition industries</p>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...             <ul style="list-style-type: none"> <li>○ list careers in food services, sciences, and nutrition industries.</li> <li>○ identify skills needed to work in food services, sciences, and nutrition industries.</li> <li>○ Identify safety practices used in food services, sciences, and nutrition industries.</li> </ul> </li> </ul>
<p><b><u>Vocabulary:</u></b></p> <p>Executive Chef              Sous Chef              Garde Manager              Vender              Entry-level              Quick service              Full service              Apprentice              Entrepreneur              Medical Nutrition Therapy              Registered Dietitian Nutritionist              Nutrition and Dietetics Technician              Clinical Nutrition              Therapeutic Diet              Evidence-Based Practice              Nutrition Assessment              Nutrition Care Process              Dietary Advice</p>	<p><b><u>Core Resources:</u></b></p> <p>handouts</p> <p>Textbook: Preparation for Life &amp; Career and Food For Today</p> <p>Reference materials</p> <p>posters &amp; other visual materials</p>

<p><b><u>Common Assessment(s):</u></b></p> <p>Objective Tests/Quizzes Constructed Responses Projects Class Participation Note taking Presentations Daily Assignments Performance tasks</p>	<p><b><u>Supplemental Resources:</u></b></p> <p>videos  Reference materials  posters &amp; other visual materials</p>
--	---