

# Activities of Daily Living Skills: Basic Nutrition & Cooking

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to integrate knowledge, skills, and practices required for food production in order to maintain a healthy, balanced lifestyle.</li> <li>Students will demonstrate nutrition and wellness practices in order to enhance individual well-being.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>FPS:8.2 Demonstrate food safety and sanitation procedures.</li> <li>FPS: 8.3 Demonstrate industry standards in selecting, using and maintaining food production and food service production.</li> <li>FPS: 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</li> <li>FSDN: 9.4 Apply Basic concepts of nutrition and nutritional therapy in a variety of settings.</li> <li>FSDN: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.</li> <li>NW: 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</li> </ul> <p><b>STANDARDS DERIVED FROM:</b></p> <p>National Standards for Family and Consumer Sciences Education</p> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                        | safety | <ul style="list-style-type: none"> <li>• using kitchen utensils such as a spatula and other utensils to assist in preparing food.</li> <li>• using basic kitchen appliances such as microwave, toaster, etc.</li> <li>• identifying and demonstrating the safety components when working in a kitchen environment.</li> </ul> |
| <b>Content Area Literacy Standards</b> |        | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                         |
| not applicable                         |        | <ul style="list-style-type: none"> <li>• <i>reason effectively</i></li> <li>• <i>solve problems</i></li> <li>• <i>communicate clearly</i></li> <li>• <i>adapt to change</i></li> <li>• <i>manage goals and time</i></li> </ul>                                                                                                |

| Stage 2 - Evidence         |                            |
|----------------------------|----------------------------|
| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |