

BRAINERD HIGH SCHOOL

Curriculum Map

Name: Beth Donahue Course: Nutrition and Foods Date: Fall Term, 2007-08
 Pre-Assessment: pretest
 Mid-Term Assessment: midterm exam, project completion
 Final Assessment: final exam, project completion and presentation

<u>Month</u>	<u>Content</u>	<u>Essential Question(s)</u>	<u>Standards (SPI's)</u>	<u>Literacy Focus</u>	<u>Assessment</u>
Aug	<p>Introduction to Family and Consumer Sciences and to Family, Career and Community Leaders of America Club (FCCLA)</p> <p>Kitchen Safety and Sanitation</p> <p>Kitchen Utensils and Appliances</p> <p>Kitchen and Dining Areas</p>	<p>What are the characteristics of a good leader?</p> <p>Why is proper planning important as related to FCCLA activities?</p> <p>What are the basic rules of kitchen safety?</p> <p>What are the basic rules of cooking safety?</p> <p>Why is it important to use the correct utensil or tool when preparing foods?</p>	<p>1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.</p> <p>1.1 Examine the components of FCCLA and the relationship to the Nutrition and Foods course of study.</p> <p>1.2 Assess factors involved in successful leadership skills, citizenship traits, and teamwork traits.</p> <p>1.3 Plan activities using the FCCLA Planning Process.</p> <p>1.4 Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.</p> <p>5.0 Students will demonstrate safety and sanitation procedures when handling, preparing, storing, and serving food.</p> <p>5.1 Identify potential safety and sanitation hazards in the kitchen.</p> <p>5.2 Determine health and wellness risk involved when safety and sanitation principles are not followed.</p> <p>5.3 Demonstrate safety and sanitation practices when handling, storing,</p>	<p><u>ALL TERM</u> – To address the school goal of improving student writing skills, all students will keep a daily journal. During the first 15 minutes of each class period, students will read two articles from the daily newspaper and <u>write a one paragraph summary or reaction</u> for each. Students will then select one word of interest. Using the <u>dictionary</u> and <u>thesaurus</u>, they will then write the <u>definition</u> for that word, list at least five <u>other words that mean the same as that word</u>, then write a <u>meaningful sentence</u> using that word. This will be kept in the daily journal.</p> <p><u>ALL TERM</u>, students will be asked to write <u>meaningful sentences</u> using important terms from each unit.</p>	<p>Oral participation; individual and/or group presentations; individual and/or group projects; film notes; lab activities; research papers; written work such as handouts, puzzles and review questions; problem solving situations; quizzes; tests; class discussions; skill demonstrations</p>

			<p>preparing, and serving food.</p> <p>4.2 Determine the effects of workspace, tools, equipment, and technology on food preparation.</p>	<p><u>ALL TERM</u>, students will have <u>essay assignments</u> on selected topics.</p> <p><u>ALL TERM</u>, students will answer at least five <u>essay questions</u> included on each chapter or unit test.</p> <p>This month: Students will write an introduction paper.</p>	
Sept	<p>Nutrition</p> <p>Healthy Food Choices</p> <p>Meal Planning</p>	<p>What are the main sources and functions of each nutrient group?</p> <p>How can the consumer determine the nutritional content of foods they consume?</p> <p>How can you use the federal dietary guidelines to analyze your diet as related to meeting your nutritional needs?</p> <p>How can you use the food pyramid to help plan for nutritional variety in your meals?</p> <p>Why is it important to plan meals that are nutritious, tasty, attractive and affordable?</p>	<p>2.0 Students will analyze factors that influence nutrition and food practices in a multicultural society.</p> <p>2.1 Evaluate the influence of social, psychological, and technological changes on nutrition and food practices.</p> <p>2.2 Analyze family food patterns for expression of family values and customs.</p> <p>2.3 Assess current health concerns related to nutrition and food.</p> <p>3.0 Students will demonstrate practices that meet the nutritional needs of individuals and families across the life span.</p> <p>3.1 Apply basic principles of nutrition to promote healthy food choices.</p> <p>3.2 Determine the relationship of nutrition to individual and family health.</p> <p>3.3 Demonstrate the use of dietary guidelines in making wise food choices.</p> <p>3.4 Analyze nutritional adequacy of selected diets using available technology.</p> <p>3.5 Analyze the reliability of</p>	<p>Students will prepare a written research paper on the main nutrient groups.</p> <p>Students will make a written plan a dinner meal including market order, all recipes, time plan, preparation plan, duty roster, place cards and dinner invitation.</p>	<p>Oral participation; individual and/or group presentations; individual and/or group projects; film notes; lab activities; research papers; written work such as handouts, puzzles and review questions; problem solving situations; quizzes; tests; class discussions; skill demonstrations</p>

		How can you use a time plan when preparing a meal?	<p>nutritional information.</p> <p>3.6 Evaluate claims made for dietary supplements, diet aids, and diet fads</p> <p>4.0 Students will apply management principles in meeting nutritional needs.</p> <p>4.3 Plan and evaluate individual and family meals.</p> <p>4.5 Determine ways family members assuming multiple roles can apply food management skills.</p>		
Oct	<p>Breads & Cereals (may begin in September, depending upon the ability level of the class)</p> <p>Baking</p> <p>Meats & Other Protein Foods</p>	<p>What are the standard measuring tools used when baking?</p> <p>How are dry ingredients correctly measured?</p> <p>How are wet ingredients correctly measured?</p> <p>Why is it mandatory that you know the correct meaning of various cooking terms?</p> <p>Why must you read the recipe before you begin preparing any food item?</p> <p>Why are most meats cooked slowly and over a low heat source?</p> <p>Why is being able to</p>	<p>6.0 Students will demonstrate the ability to plan, prepare, and serve nutritious and appealing foods.</p> <p>6.1 Demonstrate skills and procedures in applying principles of food preparation.</p> <p>6.2 Determine ways family members assuming multiple roles can apply food management skills.</p>	<p>Students will write meaningful sentences using basic cooking terms.</p> <p>Students will write meaningful sentences using the equivalent chart of standard cooking measurements.</p> <p>Students will write an essay summarizing one dinner meal they prepared in their home.</p>	<p>Oral participation; individual and/or group presentations; individual and/or group projects; film notes; lab activities; research papers; written work such as handouts, puzzles and review questions; problem solving situations; quizzes; tests; class discussions; skill demonstrations</p>

		prepare your own meals for you and/or your family a valuable skill?			
Nov	Dairy Foods Fruits & Vegetables Planning Parties & Picnics Dining Out Table Setting Good Manners	<p>Why should the appropriate equipment be used when preparing foods?</p> <p>Why is steaming vegetables more nutritious than boiling?</p> <p>Why is baking or broiling meats more nutritious than frying?</p> <p>What are the main rules of cooking most fruits and vegetables?</p> <p>What is the proper amount of tip you are expected to leave for the waiter or waitress?</p> <p>What is the proper basic table setting?</p> <p>What are the basic rules of table etiquette?</p> <p>Why is important to use good manners in all areas of your life?</p>	<p>6.1 Also listed in October - Demonstrate skills and procedures in applying principles of food preparation.</p> <p>6.2 Also listed in October – Prepare nutritious food appropriate for individuals, families, and small groups.</p> <p>6.3 Practice etiquette, food presentation, and table service appropriate for specific situations.</p>	<p>Students will write meaningful sentences using many of the basic rules of etiquette.</p> <p>Students will write an essay on why it is important to use good manners at all times.</p>	<p>Oral participation; individual and/or group presentations; individual and/or group projects; film notes; lab activities; research papers; written work such as handouts, puzzles and review questions; problem solving situations; quizzes; tests; class discussions; skill demonstrations; lab activities</p>

<p>Dec</p>	<p>Consumerism</p> <p>Food Preservation</p> <p>Cultural Foods</p> <p>World Food Supply</p> <p>Careers</p>	<p>What are several ways you can save money when shopping for groceries?</p> <p>How many ways can foods be preserved?</p> <p>Why do various countries and cultures use different foods in their diets?</p> <p>What are traditional American foods?</p> <p>What are some things that influence the world's food supply?</p> <p>What types of food related careers are you most interested in?</p>	<p>4.1 Describe a variety of factors affecting consumer food purchases.</p> <p>4.2 Analyze the influence of advertising on consumer buying.</p> <p>6.5 Identify and compare methods of food preservation and food preservatives.</p> <p>2.5 Evaluate food habits and meal patterns in terms of cultural influences.</p> <p>2.6 Exhibit an awareness of the variety of food choices available in our multicultural society.</p> <p>6.4 Research and compare ethnic and foreign foods.</p> <p>2.4 Compare factors affecting national and international food supply and distribution.</p> <p>7.0 Students will explore opportunities and preparation requirements for careers in nutrition and food industries.</p> <p>7.1 Evaluate jobs and preparation requirements for careers in nutrition and food industries.</p> <p>7.2 Assess personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food industries.</p> <p>7.3 Evaluate job market opportunities locally and otherwise.</p> <p>7.4 Compare personal goals to career opportunities within food areas.</p>	<p>Students will write meaningful sentences concerning ways to save money when shopping for groceries.</p> <p>Students will write a report on the traditional foods of any non-American ethnic or cultural group of their choice.</p> <p>Students will write a research paper on one foods related career of their choice.</p>	<p>Oral participation; individual and/or group presentations; individual and/or group projects; film notes; lab activities; research papers; written work such as handouts, puzzles and review questions; problem solving situations; quizzes; tests; class discussions; skill demonstrations</p>
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