

**Family and Consumer Sciences
Foods and Nutrition 1A Snapshot
Mrs. Adams**

Date	Daily Learning Target	Agenda- Congruent Task	Formative Assessment
8-9	<i>I can summarize the course content of Foods 1A.</i>	BR Syllabus and Expectations Parent Letter Hall Passes Index Card Get to Know You Activity	BR: What are your expectations of this course? What do you want to learn?
8-10	<i>I can successfully utilize Google Classroom and G-Suite.</i>	BR Google Classroom, Email, and G-Suite Info. Letter to Mrs. Adams	BR: The foods service classes manage the cookie business in order to raise funds for foods labs in class. It is very important that this business is run efficiently so we maximize our profit. What ideas do you have to make the business successful? Give at least three examples.
8-11	<i>I can identify and demonstrate how to properly use common kitchen equipment & utensils.</i>	Safe Kitchen PPT & Guided Notes (1-13) Kitchen Tools Relay Game	BR: Was there ever a time when you thought you may have food poisoning? If so, describe your symptoms. If not, tell what circumstances have prevented you from getting a foodborne illness.
8-14	<i>I can identify causes of foodborne illness and prevention techniques.</i>	Safe Kitchen PPT & Guided Notes (14-25) Kitchen Safety Video Sanitation Follies - Homework	BR: Explain two methods for preventing kitchen accidents.
8-15	<i>I can demonstrate how to measure ingredients accurately.</i>	Safe Kitchen, Safe Food Quiz Food Prep Basics PPT & Guided Notes (1-15) Measuring Demonstrations (sugar, flour, brown sugar, honey, etc) Measuring Matters WKST	BR: List three small appliances and tell a function of each.
8-16	<i>I can list appropriate food safety and sanitation practices.</i>	Food Prep Basics PPT & Guided Notes (16-28) Lab Tour Lab Rules Hand washing Notes Cleaning Duties	BR: Explain what a work triangle is?
8-17	<i>I can explain how food helps meet physical and psychological needs.</i>	BR Name that Food PPT Foods Survey Unit 1 Vocabulary	BR: Make a list of your top five favorite foods. Beside each food identify why those foods make your top five list. Be descriptive in your explanation.
8-18	<i>I can explain how food helps meet</i>	You are What You Eat Take 5 to 10 minutes to draw yourself according to what you	BR: Discuss three factors you consider when making decisions about the food you eat.

	<i>physical and psychological needs.</i>	have eaten in the past 24 hours. Share pictures. Exploring Food Choices PPT & Guided Notes Exploring Food Choices Discussion Questions Have You Heard WKST	
8-21	<i>I can apply healthy food choices to different stages of the human lifespan.</i>	Life Span Activities Students choose 1 partner. Assign each group a stage in the life span. Have students make posters about the different stages in the life span and how that affects food choices. Plan for life span lab. Challenging Food Choices Reading Activity & Questions *Quiz – Exploring Food Choices & Life Span	BR: List the four reasons people eat food and give an example for each influence in your personal life.
8-22	<i>I can prepare a recipe specific to the stage of the human lifespan I have researched.</i>	Life Span Lab	BR: Think of an elderly person you know. How does your diet compare to their diet? Draw a Venn Diagram to illustrate the differences. Then write a few sentences explaining why their diet should differ.
8-23	<i>I can identify cultural and climate influences on the foods of the US.</i>	BR Map of US Regions Assign Group Project	BR: List as many of U.S. Regions as you can. List beside each region 2 foods that are popular in that area.
8-24	<i>I can identify cultural and climate influences on the foods of the US.</i>	BR Group Project – Work Time Lab Prep	BR: Explain how the following populations impacted U.S. cuisine: 1. American Indians 2. Colonists
8-25	<i>I can identify cultural and climate influences on the foods of the US.</i>	BR Review Others Presentations & Complete Chart	BR: Explain characteristics of the following populations: 1. Pennsylvania Dutch 2. Colonists
8-28	<i>I can identify cultural and climate influences on the foods of the US.</i>	BR Regional Lab	No Bellringer – Hair Back, Apron on, Wash Hands
8-29	<i>I can identify cultural and climate influences on the foods of the US.</i>	BR Regional Cuisine Matching Game Regional Test	BR: Write down the following foods and identify/ guess which US region or state they originated in. -Deep Dish Pizza -Cobb Salad -Grits -Baked Beans -Gumbo -Clam Chowder -Cheese -Goulash -Barbecue -Hazelnuts -Oysters -Maui Maui
8-30	<i>I can identify cultural and climate influences on the foods from around the world.</i>	Foods of the World Project Review Rubric Research and Lab Prep	BR: Different dining etiquette is expected in different cultures. Name at least 2 etiquette rules we see in the U.S.

8-31	<i>I can identify cultural and climate influences on the foods from around the world.</i>	Foods of the World Project Half Class Does Lab, Other Half Research	BR: What is interesting thing you have learned from you cross cultural research? If you lived in another country, simply based on food, which country would you choose? Why?
9-1	<i>I can identify cultural and climate influences on the foods from around the world.</i>	Foods of the World Project Switch Lab and Research Groups	BR: Think about the foods you have consumed in the last week. Which ones were stored in packages? How difficult would it have been for you to obtain those ingredients in the packaged food and make it from scratch? Explain how technology has impacted the foods you choose to eat.
9-5	<i>I can name the six major types of nutrients and give guidelines for calorie needs and sources.</i>	Nutrients You Need PPT & Guided Notes Vitamins & Minerals WKST	BR: 50 to 60% of our body is made up of water. How much do you drink daily? Are you getting enough?
9-6	<i>I can identify the types of vitamins and minerals, their functions, and their food sources.</i>	Vitamins & Minerals WKST Nursery Rhyme	BR: List the 6 main nutrients. (Carbohydrates, Fats, Protein, Vitamins, Minerals, Water)
9-7	<i>I can discuss the effects of cholesterol and fatty acids on health.</i>	Nursery Rhyme (Present) Fat PPT w/ personal notes	BR: There are different types of oils used when cooking. How many types can you think of? List them.
9-8	<i>I can discuss the effects of cholesterol and fatty acids on health.</i>	Oils and Fats Comparison Oil or Butter PPT Nutrient Quiz	BR: Is saturated fat high or low in cholesterol? Name 2 sources of saturated fat. (High, animal & animal products- beef, chicken, pork, eggs, whole milk, cream, butter)
9-11	<i>I can explain how each dietary guideline contributes to good health.</i>	Review Nutrient Quiz Guidelines for Good Nutrition PPT & Guided Notes	BR: List two fats that are not so heart-healthy. What consequences do they provide? (saturated fats, trans fats, cholesterol... they raise LDL cholesterol, increase risk for heart disease)
9-12	<i>I can explain how each dietary guideline contributes to good health.</i>	Guidelines for Good Nutrition PPT & Guided Notes Create a Healthy Heart	BR: Name 2 sources of Omega 3's. (Albacore tuna, herring, mackerel, rainbow trout, sardines, salmon, trout, tofu and other soybean products, walnuts, flaxseed, flaxseed oil and canola oil)
9-13	<i>I can explain how each dietary guideline contributes to good health.</i>	My Plate Summary Video (2 minutes) http://www.youtube.com/watch?v=ZgeS6VcdIVI&feature=youtu.be A Brief History of USDA Food Guides Group Activity Divide students into each group. Give each group info. about	BR: If an average American is trying to eat a balanced meal and stay healthy, what should serve as their guide? Hint: this source has a website.

		one of the guides. They are to gather info and present to class. Each group will display their info on one giant time line to be displayed.	
9-14	<i>I can discuss what the Dietary Guidelines for Americans contributes to good health.</i>	My Plate Web Hunt My Plate Coloring and Labeling Quiz	BR: Do you feel MyPlate is a good representation of what one should consume? Why or why not? What would you add, take away, or change?
9-15	<i>I can discuss what the Dietary Guidelines for Americans contributes to good health.</i>	My Plate PPT & Chart Serving Size Quiz (in PPT) Menu Activity	BR: List the 5 groups of MyPlate. (Grains, Vegetables, Fruits, Dairy, Protein Foods)
9-18	<i>I can discuss what the Dietary Guidelines for Americans contributes to good health.</i>	Menu Activity **** NUTRITION LABEL ACTIVITY	BR: How many calories should an average teenager consume daily? An athletic teenager?
9-19	<i>I can describe how nutrients are absorbed, transported, and stored.</i>	Digestion PPT & Guided Notes Describe digestion process. Give the students something to eat as you describe the process. Digestive System (Color & Label) LAB – Redo a favorite recipe to make healthy	BR: Fill in the blank. _____ is the process of breaking down food into usable nutrients. (Digestion)
9-20	<i>I can transform an unhealthy recipe into a healthier version.</i>	Healthy Food Re-Do Lab	BR: Explain three things you have learned during the nutrition unit.
9-21	<i>I can summarize topics covered in Unit 1 of Foods 1A.</i>	Unit 1 Test Review Test Talks	BR: Is it possible that our eating patterns change with age? Explain your answer.
9-25	<i>I can summarize topics covered in Unit 1 of Foods 1A.</i>	Unit 1 Test	No Bellringer – Review for Test
9-26	<i>I can analyze my eating patterns in accordance to health and wellbeing.</i>	Eating Patterns PPT & Guided Notes Food Record Chart (assign) Menu Activity- students examine menus and evaluate food options.	BR: Define grazing and list two benefits of grazing. (eating more small meals throughout the day instead of three large meals... keeps energy up and metabolism going)
9-27	<i>I can discuss reasons for and causes of the overweight epidemic.</i>	Food Record Chart Due! Eating Pattern Questions Personal Plan Activity	BR: What is your favorite restaurant? What advantages and disadvantages of eating there?
9-28	<i>I can define terms often associated with vegetarian cuisine.</i>	Vegetarian Terms Activity Read Vegetarian Nutrition for Teenagers Vegetarian Reading Guide Questions	BR: Discuss what you know about vegetarians.
9-29	<i>I can efficiently prepare a vegetarian dish.</i>	VEGETARIAN LAB	LAB – NO Bellringer

10-2	<i>I can assess ones health by utilizing the Body Mass Index.</i>	Body and Weight Management Notes and Activity Find Your BMI Activity	BR: Are you happy with your body? Are there things you would change? What?
10-3	<i>I can design an illustration to increase awareness of a healthy lifestyle.</i>	Body and Weight Management Notes and Activity Healthy Images Poster (Shocking Statistics)	BM: Based on the BMI Scale, what number signifies underweight? Overweight? Underweight <20, Overweight >25
10-4	<i>I can define and explain differences between overweight, underweight, and normal.</i>	Attention Athletes Information Sheet The ABCS's of Athlete Nutrition Celebrity Activity Have students look through current magazines and cut out pictures of models and celebrities. Then have them paste them on pieces of butcher paper in the following three categories: overweight, underweight, normal. Discuss "normal."	BR: What are three ways to gain weight in a healthy manner? (Eat larger portions, eat regular meals, eat nutrient-dense snacks, stay active to assure weight gained is muscle, not fat)
10-5	<i>I can analyze how healthy a diet really is.</i>	I Just Wanted to Be Skinny or "Gabby, You're Sooo Skinny" Reading Activity Diet Question Activity Diet Research Group Activity Diet Info Packets	BR: List as many diets as you (i.e. Atkins Diet). What does this tell us about American culture?
10-6	<i>I can analyze how healthy a diet really is.</i>	Diet Research Group Activity	BR: Why do think we struggle as a nation in obesity if there are so many diets out there?
10-16	<i>I can compare various diet fads in the U.S.</i>	Present Diet Projects & Personal Notes	BR: List 2 interesting things you have learned from the diet research you have conducted.
10-17	<i>I can identify eating disorders and explain their symptoms, cause and solutions.</i>	Case Study – Group Share Eating Disorder Pre-Assessment PPT Eating Disorders PPT Eating Disorders Chart	BR: If you have a friend that was considering going on a diet. What diet would you recommend? Why?
10-18	<i>I can identify eating disorders and explain their symptoms, cause, and solutions.</i>	Eating Disorders Public Service Pamphlet	BR: Explain the difference between anorexia, bulimia and binge eating.
10-19	<i>I can identify eating disorders and explain their symptoms, cause, and solutions.</i>	Eating Disorders Public Service Pamphlet	BR: How does an eating disorder affect the friends and family members as well as the individual with an eating disorder?
10-20	<i>I can compare various diets depending on the conditions of the individual.</i>	Eating Disorders Quiz Special Topics in Nutrition PPT & Guided Notes What We Eat in a Week (Pictures on PPT)	BR: Explain why it might be more important for young children and elderly persons to make sure to eat nutrient-dense foods?
10-23	<i>I can analyze the differences between US food consumption and various</i>	World Hunger PPT & Guided Notes Discuss causes of obesity	BR: Anderson County High School has a _____ of students receiving free and/or reduced lunch prices? If we consider this, why is it so important that our cafeteria serve nutrient

	<i>countries.</i>		dense options for lunch?
10-24	<i>I can discuss reasons for and causes of the overweight epidemic.</i>	Obesity PPT w/ Guided Notes Obesity Writing Prompt	BR: What four populations suffer the most with malnutrition? Why?
10-25	<i>I can summarize topics studied during the Food and You Unit.</i>	Super Size Me Part 1	BR: What are three world wide problems that often lead to food concerns?
10-26	<i>I can summarize topics studied during the Food and You Unit.</i>	Super Size Me Part 2	BR: Citizens in the U.S. make up ____% of the world's population and consume ____% of the resources of the world. Why is this an issue?
10-27	<i>I can summarize topics studied during the Food and You Unit.</i>	Unit 2 Test Review Test Talks	BR: Explain Energy Imbalance. Why is this such a concern for children and teenagers?
10-30	<i>I can summarize topics studied during the Food and You Unit.</i>	Unit 2 Exam	No Bellringer – Prepare for Test
10-31	<i>I can summarize topics studied during the Foods and Nutrition.</i>	Final Review	BR: What is the strongest type of food poisoning? What is a common source of this illness? (Botulism, improperly processed low-acid foods, i.e. canned goods)
11-1	<i>I can summarize topics studied during the Foods and Nutrition.</i>	Final Review	BR: After studying unit 4, create three learning targets, "I can" statements, to display what you have learned in this unit.
11-2	<i>I can summarize topics studied during the Foods and Nutrition.</i>	Final Review	BR: What is the temperature danger zone? What degree should poultry be cooked to?
11-3	<i>I can summarize topics studied during the Foods and Nutrition.</i>	Finals 1, 3, 5	
11-7	<i>I can summarize topics studied during the Foods and Nutrition.</i>	Finals 2 & 4	