

Nutrition and Wellness Bundle 1

Essential Outcome: Understand nutrient basics.			
Standards & Indicators: 1.1, 1.3, 1.4, 4.3			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Define nutrition. 2. Identify the six categories of nutrients. 3. Explain the functions of nutrients. 4. Identify in what foods nutrients occur.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Read textbook for informationTake lecture notesSearch Internet for information
Organizing Ideas	(The Concepts taught) Categories of nutrients: <ul style="list-style-type: none">their functionswhere they are foundcalories provided		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">Nutrition is the science of food and how it affects our health and well-beingNutrients are the basic building blocks needed for the body to functionProteins, fats, and carbohydrates are energy sources for the body	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Identify nutrient informationCalculate calories in given foodsPresentation skillsRead, listen, follow instructionsTeamwork /CooperationEvaluate and organize informationCommunicate thoughts and ideas
Vocabulary	(Words <u>essential</u> to this bundle) Nutrition, nutrients, proteins, amino acids, fats, saturated fats, unsaturated fats, monounsaturated fats, polyunsaturated fats, carbohydrates, dietary fiber, vitamins, minerals, calories		
Quarter 1: 2 weeks			
Resources	(What materials do you use?) Textbook, Internet, videos	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Read in textbookDefine vocabularyStudents will work in teams to produce a PowerPoint presentation, or other creative endeavor, to teach an assigned nutrient to the class

Nutrition and Wellness Bundle 2

Essential Outcome: Understand the digestive system.			
Standards & Indicators: 1.1, 1.3, 1.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Describe how food is converted into energy. Trace the path of food through the human body. Locate the organs of the gastrointestinal system. Explain common health problems related to digestion. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read textbook for information Take lecture notes Search Internet for information
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Examine the digestive system Examine health problems related to digestion 		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> Food is the fuel your body requires to work Metabolism is the process by which food is converted to energy When a person’s digestive system does not work properly, a variety of problems can occur 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read, listen, follow instructions Teamwork / Cooperation Evaluate and organize information Communicate thoughts and ideas
Vocabulary	(Words <u>essential</u> to this bundle) Metabolism, mastication, digestion, absorption, peristalsis, GI system, heartburn, diverticulitis, Irritable Bowel Syndrome		

Quarter 1: 2 weeks

Resources	(What materials do you use?) Textbook, Internet, videos, art supplies	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read in textbook Define vocabulary Students will draw the GI system showing the main organs of digestion and the accessory organs, like the pancreas, liver, and gallbladder Students will research a physiological problem related to digestion and present their findings to the class
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Nutrition and Wellness Bundle 3

Essential Outcome: Understand the impact of daily food choices on health and wellness.			
Standards & Indicators: 2.4, 2.5, 3.1, 3.2,3.3, 5.3			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> 1. Identify the factors that influence food choices. 2. Tell how food choices influence health. 3. Examine dietary guidelines, such as Dietary References and My Plate. 4. State the RDA of the nutrients needed by teens. 5. Investigate nutrition labels and serving sizes. 6. Analyze how nutrition needs are different for people of various ages and activity levels. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Read textbook for information • Take lecture notes • Search Internet for information
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> • Consequences of food choices on health • Dietary guidelines • How to read nutrition labels • One way of eating does not work for everyone 		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> • Many factors influence food choices – availability, taste, cost, convenience, religious and cultural background, as well as science and technology • Dietary guidelines, standards, and food labeling were developed by the government to help people on the path to healthy eating • Nutrition needs differ for children, expectant moms, the elderly, and the ill. It is not a “one size fits all” 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Read, listen, follow instructions • Teamwork / Cooperation • Evaluate and organize information • Communicate thoughts and ideas • Recordkeeping • Management (record food intake and activity daily)
Vocabulary	(Words <u>essential</u> to this bundle) Dietary Reference Intakes, Recommended Dietary Allowance, malnutrition, nutrient dense, empty calories		

Quarter 1: 3 weeks

Resources	(What materials do you use?) Textbook, Internet, videos: Supersize Me, Food Matters, Forks over Knives, nutrition labels, http://www.fitday.com/	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Read in textbook • Define vocabulary • Worksheet to discover the factors that influence their food choices • Watch videos • Using http://www.fitday.com/ students will track their food intake and activity for one week before
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			<p>studying dietary guidelines and for one week after designing an eating plan</p> <ul style="list-style-type: none"> • Students will compare their daily food intake with the RDA needed • Students will work in teams to design a dietary brochure for a 3-4 year old, an older adult, a sedentary adult, an expectant mom, vegetarians, or a person with diabetes, an eating disorder, food allergies, or IBS
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Nutrition and Wellness Bundle 4

Essential Outcome: Demonstrate sanitary food handling and food safety.			
Standards & Indicators: 4.1, 5.1			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Identify the types of foodborne contaminants and related illnesses. 2. Learn how grooming, hygiene, and attire affect food prep. 3. Clean and sanitize surfaces and equipment correctly. 4. Describe how to purchase and store food safely. 5. Identify ways to safely thaw frozen food and to cool hot foods for storage.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read textbook for information• Take lecture notes• Search Internet for information
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none">• Hand washing is one of the most important ways to prevent cross contamination• FAT TOM = the factors that influence pathogen development in food• Keep hot foods hot and cold foods cold• How to buy and store foods		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Safe foods are foods that won’t make you sick• Unsafe foods are foods that have been contaminated or not handled correctly. They can make you sick or threaten your life.	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Demonstrate correct hand washing• Demonstrate cleaning and sanitizing techniques• Read, listen, follow instructions• Teamwork / Cooperation• Evaluate and organize information• Communicate thoughts and ideas
Vocabulary	(Words <u>essential</u> to this bundle) Biological hazards, chemical hazards, physical hazards, cross-contamination, Pathogen, salmonella, E. coli, clean, sanitize		
Quarter 1: 2 weeks			
Resources	(What materials do you use?) Textbook, Internet, videos	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read in textbook• Define vocabulary• Practice hand washing using Glo Germ• Wash hands, use toothpick to scrape under nails, look at scrapings under a microscope• Design a brochure describing common foodborne hazards, how pathogens infect food, grooming and hygiene for working in the kitchen or how to clean and sanitize surfaces and equipment

Nutrition and Wellness Bundle 5

Essential Outcome: Using basic kitchen equipment. (Part 1)			
Standards & Indicators: 1.1, 4.1, 4.2, 4.3, 4.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none">Examine the anatomy of a recipe.Locate recipes using cookbooks, magazines, and Internet.Adjust ingredient quantities.Demonstrate how to measure ingredients.Demonstrate <i>mise en place</i>.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Read textbook for informationTake lecture notesSearch Internet for recipesAdjust recipe quantities
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none">RecipesMeasuring ingredients<i>Mise en place</i>		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">Recipes are formulas used to make a certain dishIngredients need to be accurately measuredHaving everything in place is an organizational skill	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Use the Internet to locate recipesAdjust recipes to different quantitiesMeasure ingredients for a recipe<i>Mise en place</i>Read, listen, follow instructions
Vocabulary	(Words essential to this bundle) <ul style="list-style-type: none">Ingredients, yield, dry volume, liquid volume, <i>Mise en place</i>		
Quarter 2: 2 weeks			
Resources	(What materials do you use?) <p>Textbook, cookbooks, magazines, Internet, kitchen equipment, video: Fundamentals of Kitchen Math</p>	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Read in textbookDefine vocabularyExamine cookbooks, magazines, and the Internet for recipesWorksheet to adjust recipe quantitiesPractice measuring

Nutrition and Wellness Bundle 6

Essential Outcome: Use basic kitchen equipment. (Part 2)			
Standards & Indicators: 1.1, 4.1, 4.2, 4.3, 4.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Demonstrate knife skills. 2. Identify various types of food preparation equipment. 3. Demonstrate techniques for combining ingredients. 4. Demonstrate cooking techniques. 5. Demonstrate kitchen safety.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Read textbook for informationTake lecture notesSearch Internet for information
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none">Knife skillsFood prep equipmentWays of combining ingredientsWays of cooking foodsSafety issues		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">Many skills can be learned in the kitchenSafety is always an issue	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Use knives properly and maintainMaintain cutting boardsUnderstand how small appliances workUnderstand how small equipment is usedRead, listen, follow instructionsTeamwork / CooperationSelf managementPersonal responsibility
Vocabulary	(Words <u>essential</u> to this bundle) Knife parts, types of knives, honing and steel, small appliances, small equipment, types of cookware, cooking techniques		
Quarter 2: 5 weeks			
Resources	(What materials do you use?) Textbook, kitchen labs and equipment, videos: Fundamental of Cooking & Assorted Good Eats	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Learn and practice knife skills by cutting vegetables for soupStudents will participate in various kitchen labs to use small equipment and appliances

Nutrition and Wellness bundle 7

Essential Outcome: Plan and prepare a nutritious meal.			
Standards & Indicators: 1.1, 1.4, 3.1, 4.1, 4.2, 4.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Plan a nutritious meal following dietary guidelines. 2. Prepare a shopping list. 3. Prepare and serve the meal.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Students will work in groups to plan the menuStudents will prepare a list of ingredients neededStudents will prepare and serve the meal
Organizing Ideas	(The Concepts taught) Review of previously learned material		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">Application of previously learned material	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Read, listen, follow instructionsTeamwork / CooperationEvaluate and organize informationResponsibility and self managementProblem-solving
Vocabulary	(Words <u>essential</u> to this bundle) No new vocabulary		
Quarter 2: 1 week			
Resources	(What materials do you use?) Kitchen labs and equipment, cookbooks, magazines, and Internet	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Students will work in groups to plan the menuStudents will prepare a list of ingredients neededStudents will prepare and serve the meal

Nutrition and Wellness Bundle 8

Essential Outcome: Students identify nutrition and wellness careers and opportunities.			
Standards & Indicators: 7.1			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Identify careers in nutrition and wellness.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read textbook for information• Search Internet for information
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none">• Interest, values, and abilities• Job applications• Cover letters• Résumés		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• There are many careers in this field• Find your passion and follow your heart• Take into consideration values and abilities	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Evaluate and organize information• Communicate thoughts and ideas• Problem-solving
Vocabulary	(Words <u>essential</u> to this bundle) Interests, values, abilities, goals, résumés		
Quarter 2: 2 weeks			
Resources	(What materials do you use?) Textbook, Internet, art supplies	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• List careers in this alphabetically• Worksheets to determine interests, values, and abilities• Choose a career to research based on findings• Create a poster or PowerPoint about the career• Present to the class