High School Nutrition and Foods Curriculum

**Course Description:** Nutrition and Foods assists students in understanding the role of nutrition in health and wellness. Demonstrations, hands-on food labs, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to plan, purchase and prepare nourishing meals and to evaluate and improve their day-to-day food choices.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>Food Influences</td>
<td>Engaging Scenario Only</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Food Safety and Sanitation</td>
<td>Topic 1: Food Safety</td>
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<tr>
<td></td>
<td></td>
<td>Topic 2: Kitchen Safety</td>
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<tr>
<td></td>
<td></td>
<td>Topic 3: Sanitation</td>
</tr>
<tr>
<td>12 weeks</td>
<td>Food Handling</td>
<td>Topic 1: Kitchen Principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Nutrition</td>
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<tr>
<td></td>
<td></td>
<td>Topic 3: My Plate</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Careers</td>
<td>Topic 1: Food Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Menus</td>
</tr>
</tbody>
</table>
Unit 1: Food Influences

Subject: Nutrition and Foods
Grade: 9-12
Name of Unit: Food Influences
Length of Unit: 1 week
Overview of Unit: Food influences us in a variety of ways. Students will identify how food influences them and provide examples of foods they eat for each influence.

Priority Standards for unit:
- Analyze factors that influence nutrition and wellness practices across the life span. (NSFACS: 14.1)

Supporting Standards for unit:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>factors that influence nutrition and wellness practices across the lifespan</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How does food influence your daily life?

Enduring Understanding/Big Ideas:
1. Students will understand the four ways food influences people; culturally, physically, socially, and psychologically. Students will self-reflect on each component of how food has influenced them in their personal lives.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Cultural</td>
<td>● Wellness</td>
</tr>
<tr>
<td>● Physical</td>
<td></td>
</tr>
<tr>
<td>● Socially</td>
<td></td>
</tr>
<tr>
<td>● Psychological</td>
<td></td>
</tr>
<tr>
<td>● Media</td>
<td></td>
</tr>
<tr>
<td>● Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a PowerPoint illustrating and describing how food influences them in the following categories: physically, culturally, socially, and psychologically. Students will then present their PowerPoints to the class.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Scenario</td>
<td>Food Influences PowerPoint</td>
<td>Students will create a PowerPoint illustrating and describing how food influences them in the following categories: physically, culturally, socially, and psychologically. Students will then present their PowerPoints to the class.</td>
<td>2 days</td>
</tr>
</tbody>
</table>
Unit 2: Food Safety and Sanitation

Subject: Nutrition and Foods
Grade: 9-12
Name of Unit: Food Safety and Sanitation
Length of Unit: 3 weeks
Overview of Unit: Students will learn to identify and practice food safety and sanitation procedures in the kitchen.

Priority Standards for unit:
- Evaluate factors that affect food safety from production through consumption. (NSFACS:14.4)

Supporting Standards for unit:
- Apply risk management procedures to food safety, food testing, and sanitation. (NSFACS: 9.2)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>factors that affect food safety from production through consumption</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How does one take precautions against a foodborne illness?
2. Why is it important to practice safety in the kitchen?
**Enduring Understanding/Big Ideas:**
1. Preventing cross contamination, and practicing proper food handling, such as FATTOM and FIFO, will keep one safe from a foodborne illness.
2. Identifying electrical, fire and fall hazards in the kitchen will keep one safe while cooking.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Electrical Shocks</td>
<td>● First In First Out</td>
</tr>
<tr>
<td>● Fires</td>
<td>● FATTOM</td>
</tr>
<tr>
<td>● Falls</td>
<td>● Cross Contamination</td>
</tr>
<tr>
<td>● Cuts and Burns</td>
<td>● Temperature Danger Zone</td>
</tr>
<tr>
<td>● Chemical Contaminants</td>
<td></td>
</tr>
<tr>
<td>● Biological Contaminants</td>
<td></td>
</tr>
<tr>
<td>● Physical Contaminants</td>
<td></td>
</tr>
<tr>
<td>● Dishwashing</td>
<td></td>
</tr>
<tr>
<td>● Food Safety</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
**Engaging Experience 1**

**Title:** Foodborne Illness Newsletter

**Suggested Length of Time:** 1-2 Class days

**Standards Addressed**

*Priority:*
- Evaluate factors that affect food safety from production through consumption. (NSFACS:14.4)

*Supporting:*
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** After discussing food borne illnesses, first in, first out, food storage, FAT TOM, in class, students will create a foodborne illness newsletter. Students will be assigned a food borne illness, they will be given a real world example from the news of an outbreak, they will follow criteria to create their own scenario for a food borne illness outbreak, including: signs, symptoms, food sources, and treatment. Students will post their newsletter in the classroom and the class will do a gallery walk to learn about the other food borne illnesses.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3
Title: Kitchen Safety Posters

Suggested Length of Time: 1-2 Class days

Standards Addressed

Priority:

- Apply risk management procedures to food safety, food testing, and sanitation.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression

Detailed Description/Instructions: After discussing kitchen safety, students will use the information provided to create a poster illustrating how to stay safe in the kitchen. Students will complete their posters in groups with each group of students assigned a different kitchen safety topic. The topics to be covered include, electrical safety, fire safety, fall prevention, knife safety, and cuts and burns. Students will present their posters to the class then hang the posters up in their kitchens.

Bloom’s Levels: Evaluate

Webb’s DOK: 3
Topic 3: Sanitation

Engaging Experience 1
Title: Kitchen and Personal Cleanliness
Suggested Length of Time: 1 Class day
Standards Addressed

Priority:
- Apply risk management procedures to food safety, food testing, and sanitation.

Supporting:
- NA

Detailed Description/Instructions: Students will complete an activity on hand washing and dishwashing procedures. Students will be using a cinnamon and oil mixture to complete this activity. Each kitchen will be assigned a criteria to follow. Kitchen 1 will use cold water only, kitchen 2 will use cold water and soap for 10 seconds, kitchen 3 will use warm water and soap for 10 seconds, and kitchen 4 and 5 will use warm water and soap for 20 seconds. A discussion will then take place about the importance of correct hand washing and dishwashing.

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Food Labs
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Safety</td>
<td>Foodborne Illness Newsletter</td>
<td>Description/Instructions: After discussing food borne illnesses, first in, first out, food storage, FAT TOM, in class, students will create a foodborne illness newsletter. Students will be assigned a food borne illness, they will be given a real world example from the news of an outbreak, they will follow criteria to create their own scenario for a food borne illness outbreak, including: signs, symptoms, food sources, and treatment. Students will post their newsletter in the classroom and the class will do a gallery walk to learn about the other food borne illnesses.</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Kitchen Safety</td>
<td>Kitchen Safety Posters</td>
<td>After discussing kitchen safety, students will use the information provided to create a poster illustrating how to stay safe in the kitchen. Students will complete their posters in groups with each group of students assigned a different kitchen safety topic. The topics to be covered include, electrical safety, fire safety, fall prevention, knife safety, and cuts and burns. Students will present their posters to the class then hang the posters up in their kitchens.</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Sanitation</td>
<td>Kitchen and Personal Cleanliness</td>
<td>Students will complete an activity on hand washing and dishwashing procedures. Students will be using a</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>cinnamon and oil mixture to complete this activity. Each kitchen will be assigned a criteria to follow. Kitchen 1 will use cold water only, kitchen 2 will use cold water and soap for 10 seconds, kitchen 3 will use warm water and soap for 10 seconds, and kitchen 4 and 5 will use warm water and soap for 20 seconds. A discussion will then take place about the importance of correct hand washing and dishwashing.</td>
<td></td>
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</tbody>
</table>
Unit 3: Food Handling

Subject: Nutrition and Foods
Grade: 9-12
Name of Unit: Food Handling
Length of Unit: 12 weeks
Overview of Unit: Students will practice making nutritious meals from each food group in my plate.

Priority Standards for unit:
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09) (NSFACS: 14.3)

Supporting Standards for unit:
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NSFACS: 14.2)
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NSFACS: 9.6)

<table>
<thead>
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<th>Unwrapped Concepts (Students need to know)</th>
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<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why is it important to know and practice appropriate kitchen principles when cooking in the kitchen?
2. Why is it important to identify the six nutrients and how they affect our health?
3. Why is it important to know how to cook a variety of foods from each food group?
Enduring Understanding/Big Ideas:
1. Being able to read recipes and abbreviations, correctly measure, and properly use tools and equipment in the kitchen will make you a more effective cook.
2. The six nutrients, water, carbohydrates, protein, fat, vitamins and minerals all provide vital role in keeping our bodies healthy.
3. Knowing how to cook a variety of foods will give you more options when cooking for yourself and others.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>My Plate</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>Enzymatic Browning</td>
</tr>
<tr>
<td>Protein</td>
<td>Fortification</td>
</tr>
<tr>
<td>Fat</td>
<td>Homogenization</td>
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<tr>
<td>Vitamins</td>
<td>Pasteurized</td>
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<tr>
<td>Minerals</td>
<td>Quick Breads</td>
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<td></td>
<td>Leavening Agent</td>
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<tr>
<td></td>
<td>Germ</td>
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<tr>
<td></td>
<td>Endosperm</td>
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<tr>
<td></td>
<td>Bran</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
**Engaging Experience 1**

**Title:** Kitchen Equipment Scavenger Hunt  
**Suggested Length of Time:** 1 class day  
**Standards Addressed**

*Priority:*
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NSFACS: 9.6)

*Supporting: NA*

**Detailed Description/Instructions:** All kitchen equipment will be set out around the room. Students will have a notes sheet they will complete during the scavenger hunt. Students will have to identify the piece of equipment, describe it and draw a picture of it.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

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**Engaging Experience 2**

**Title:** Measuring and Equivalents Lab  
**Suggested Length of Time:** 1 class day  
**Standards Addressed**

*Priority:*
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NSFACS: 9.6)

*Supporting:*
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

**Detailed Description/Instructions:** Students will be given a worksheet to complete for this lab. Students will have to practice measuring, sugar, brown sugar, flour, vanilla, water, and butter. Students will also measure sugar or flour to determine equivalents. An example of this would be for a student to determine how many teaspoons are in a tablespoon by measuring out teaspoons of sugar.

**Bloom’s Levels:** Apply; **Webb’s DOK:** 3
Engaging Experience 1
Title: My Plate Scenario Poster
Suggested Length of Time: 1-2 class days

Standards Addressed

Priority:
● Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan. (NSFACS: 14.2)

Supporting:
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
   ○ Identify and define authentic problems and significant questions for investigation.
   ○ Collect and analyze data to identify solutions and/or make informed decisions.
   ○ Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Plan and illustrate a meal for a given scenario. The meal must meet MyPlate guidelines:
1. Half of the meal is fruits and vegetables
2. At least half of the grains are whole grains
3. The protein is lean, and is no more than a quarter of the meal
4. The dairy product (or calcium substitute) is low fat
5. The meal is low in sodium
6. The meal has little to no added sugars
7. The meal can be breakfast, lunch or dinner.
8. Must include color, and a description of the menu—listed to the side (recipes are not required)
9. Illustrate the food on the plate

Scenarios include the following: pregnant woman, active teenage boy, lactose intolerant teenage female, a child who has recently been diagnosed with Celiac disease, a Vegan

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Experience 2
Title: Nutrition Sales Pitch Project
Suggested Length of Time: 1-2 class days
Standards Addressed

Priority:
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NSFACS: 14.2)

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

Detailed Description/Instructions: Students will be working as a team to create a nutritional advertisement for an assigned nutrient. Students will approach the project like they are working on an advertising team to encourage and inform others as to why they should know about that nutrient. The guidelines and requirements are below to complete the assignment.
- Exciting overall appearance (neat/clean lines/colorful/creative)
- Illustrations, clip art, or pictures of your nutrient and its sources
- Function, Food sources, Deficiency issues/illnesses, Fun Fact

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Experience 1

Title: Food Preparation

Suggested Length of Time: 12 weeks

Standards Addressed

Priority:

● Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09) (NSFACS: 14.3)

Supporting:

● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Each food group from my plate will be discussed in class and students will prepare 5 recipes from each group. Examples of recipes are below:

Fruit:
● Cobbler
● Fruit Pizza

Vegetables
● French Fries
● Salsa

Dairy
● Macaroni and Cheese
● Mozzarella Sticks

Meat and Eggs
● Omelets
● Quiche
● Stir Fry

Grains
● Rotini Pasta Bake
● Lasagna Rollups

Fats
● Cakes
● Cookies

**Bloom’s Levels:** Create
**Webb’s DOK:** 4

### Engaging Experience 2

**Title:** Activities associated with each food group

**Suggested Length of Time:** 1-2 class days for each activity

**Standards Addressed**

**Priority:**
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09) (NSFACS: 14.3)

**Supporting:**
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions

**Detailed Description/Instructions:** Each food group will have an activity to reinforce the information talked about in class. Examples of activities are below:

- **Fruit:** Facebook page, each student is assigned a fruit to create a Facebook page about.
- **Vegetables:** Students will complete an online scavenger hunt about vegetables.
- **Dairy:** Students will complete a webquest using the [www.milktruth.com](http://www.milktruth.com), [www.midwestdairy.com](http://www.midwestdairy.com) websites.
- **Grains:** Each student will sign up to research a given grain. Each student will complete a Grain Spotlight page. Students will then do a gallery walk and take notes to learn about five more grains.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Labs
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen Principles</td>
<td>Kitchen Equipment Scavenger Hunt</td>
<td>All kitchen equipment will be set out around the room. Students will have a notes sheet they will complete during the scavenger hunt. Students will have to identify the piece of equipment, describe it and draw a picture of it.</td>
<td>1 day</td>
</tr>
<tr>
<td>Kitchen Principles</td>
<td>Measuring and Equivalent Lab</td>
<td>Students will be given a worksheet to complete for this lab. Students will have to practice measuring, sugar, brown sugar, flour, vanilla, water, and butter. Students will also measure sugar or flour to determine equivalents. An example of this would be for a student to determine how many teaspoons are in a tablespoon by measuring out teaspoons of sugar.</td>
<td>1 day</td>
</tr>
<tr>
<td>Nutrition</td>
<td>My Plate Scenario Poster</td>
<td>Plan and illustrate a meal for a given scenario. The meal must meet MyPlate guidelines. Scenarios include the following: pregnant woman, active teenage boy, lactose intolerant teenage female, a child who has recently been diagnosed with Celiac disease, a Vegan</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Nutrition Sales Pitch</td>
<td>Students will be working as a team to create a nutritional advertisement for an assigned nutrient. Students will approach the project like they are working on an advertising team to encourage and inform others as to why they should know about that nutrient.</td>
<td>1-2 days</td>
</tr>
<tr>
<td>My Plate</td>
<td>Food Preparation</td>
<td>Detailed Description/Instructions: Each food group from my plate will be discussed in class and students will prepare 5 recipes from each group.</td>
<td>12 weeks</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>My Plate</td>
<td>Activities associated with each food group</td>
<td>Each food group will have an activity to reinforce the information talked about in class.</td>
<td>1-2 days per activity</td>
</tr>
</tbody>
</table>
Unit 4: Careers

**Subject:** Nutrition and Foods  
**Grade:** 9-12  
**Name of Unit:** Careers  
**Length of Unit:** 2 weeks  
**Overview of Unit:** Students will explore possible careers in the area of foods and nutrition.

**Priority Standards for unit:**
- Analyze career paths within food science, food technology, dietetics, and nutrition industries. (NSFACS: 9.1)

**Supporting Standards for unit:**
- N/A

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>career paths within food science, food technology, dietetics, and nutrition industries</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is it important to know what opportunities are available in the food handling and service industry?

**Enduring Understanding/Big Ideas:**
1. Students who are interested in the foodservice industry have a variety of opportunities after high school. Some include going to a culinary school, or working in a restaurant or grocery store.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>Recipe Development</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>Chef</td>
<td></td>
</tr>
<tr>
<td>Caterer</td>
<td></td>
</tr>
<tr>
<td>Dietician</td>
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</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
**Engaging Experience 1**

**Title:** Platte County Health Department Guest Speaker

**Suggested Length of Time:** 1 class day

**Standards Addressed**

*Priority:*
- Analyze career paths within food science, food technology, dietetics, and nutrition industries. (NSFACS: 9.1)

*Supporting: NA*

**Detailed Description/Instructions:** A speaker from the Platte County Health Department will come to speak to the students about food safety and sanitation. At the end of her presentation students will take a test to possibly receive their food handler’s permit.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4
Engaging Experience 1

Title: Creating a Restaurant Menu

Suggested Length of Time: 1-2 class days

Standards Addressed

Priority:

- Analyze career paths within food science, food technology, dietetics, and nutrition industries. (NSFACS: 9.1)

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: After researching menus from different restaurants, students will create a menu for a restaurant that includes the following: has a theme, nutritionally balanced, includes 2-3 items per menu category, has illustrations and is creative

Bloom’s Levels: Apply

Webb’s DOK: 4
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Guest Speaker from Sullivan
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Safety</td>
<td>Platte County Health Department Guest Speaker</td>
<td>A speaker from the Platte County Health Department will come to speak to the students about food safety and sanitation. At the end of her presentation students will take a test to possibly receive their food handler’s permit.</td>
<td>1 day</td>
</tr>
<tr>
<td>Menus</td>
<td>Creating a Restaurant Menu</td>
<td>After researching menus from different restaurants, students will create a menu for a restaurant that includes the following: has a theme, nutritionally balanced, includes 2-3 items per menu category, has illustrations and is creative</td>
<td>1-2 class days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.