



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics 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:

Timeframe	Unit	Instructional Topics
1 week	Food Influences	Engaging Scenario Only
3 weeks	Food Safety and Sanitation	Topic 1: Food Safety Topic 2: Kitchen Safety Topic 3: Sanitation
12 weeks	Food Handling	Topic 1: Kitchen Principles Topic 2: Nutrition Topic 3: My Plate
2 weeks	Careers	Topic 1: Food Safety Topic 2: Menus

**This document contains the entire High School Nutrition and Foods curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Nutrition and Foods class.*

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Food Influences

Subject: Nutrition and Foods

Grade: 9, 10, 11, 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:

- NSFACS: 14.1 Analyze factors that influence nutrition and wellness practices across the life span.

Supporting Standards for unit:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
factors that influence nutrition and wellness practices across the lifespan	Analyze	Analyze	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Cultural• Physical• Socially• Psychological• Media• Nutrition	<ul style="list-style-type: none">• Wellness

Resources for Vocabulary Development:

- Duyff, R. L. (2010). *Food, Nutrition & Wellness*. Woodland Hills, CA: The McGraw-Hill Companies.

Engaging Scenario

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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Engaging Scenario	Food Influences PowerPoint	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.	2 class periods

Unit 2: Food Safety and Sanitation

Subject: Nutrition and Foods

Grade: 9, 10, 11, 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:

- NSFACS: 14.4 Evaluate factors that affect food safety from production through consumption.

Supporting Standards for unit:

- NSFACS: 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
factors that affect food safety from production through consumption	Evaluate	Evaluate	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Electrical Shocks• Fires• Falls• Cuts and Burns• Chemical Contaminants• Biological Contaminants• Physical Contaminants• Dishwashing• Food Safety	<ul style="list-style-type: none">• First In First Out• FATTOM• Cross Contamination• Temperature Danger Zone

Resources for Vocabulary Development:

- Duyff, R. L. (2010). *Food, Nutrition & Wellness*. Woodland Hills, CA: The McGraw-Hill Companies.

Topic 1: Food Safety

Engaging Experience 1

Title: Foodborne Illness Newsletter

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- NSFACS: 14.4 Evaluate factors that affect food safety from production through consumption.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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

Topic 2: Kitchen Safety

Engaging Experience 1

Title: Kitchen Safety Posters

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- NSFACS: 9.2 Apply risk management procedures to food safety, food testing, and sanitation.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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 period

Standards Addressed

Priority:

- NSFACS: 9.2 Apply risk management procedures to food safety, food testing, and sanitation.

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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Food Safety	Foodborne Illness Newsletter	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.	1-2 class periods
Kitchen Safety	Kitchen Safety Posters	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.	1-2 class periods
Sanitation	Kitchen and Personal Cleanliness	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.	1 class period

Unit 3: Food Handling

Subject: Nutrition and Foods

Grade: 9, 10, 11, 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:

- NSFACS: 14.3 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)

Supporting Standards for unit:

- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span	Demonstrate	Apply	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
Water Carbohydrates Protein Fat Vitamins Minerals	My Plate Enzymatic Browning Fortification Homogenization Pasteurized Quick Breads Leavening Agent Germ Endosperm Bran

Resources for Vocabulary Development:

Duyff, R. L. (2010). *Food, Nutrition & Wellness*. Woodland Hills, CA: The McGraw-Hill Companies.

Topic 1: Kitchen Principles

Engaging Experience 1

Title: Kitchen Equipment Scavenger Hunt

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

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

Engaging Experience 2

Title: Measuring and Equivalents Lab

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Supporting:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

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

Topic 2: Nutrition

Engaging Experience 1

Title: My Plate Scenario Poster

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Supporting:

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

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 periods

Standards Addressed

Priority:

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

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

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

Topic 3: My Plate

Engaging Experience 1

Title: Food Preparation

Suggested Length of Time: 12 weeks

Standards Addressed

Priority:

- NSFACS: 14.3 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)

Supporting:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

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 periods 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:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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, 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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Kitchen Principles	Kitchen Equipment Scavenger Hunt	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.	1 class period
Kitchen Principles	Measuring and Equivalent Lab	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.	1 class period
Nutrition	My Plate Scenario Poster	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	1-2 class periods
Nutrition	Nutrition Sales Pitch	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.	1-2 class periods

My Plate	Food Preparation	Detailed Description/Instructions: Each food group from my plate will be discussed in class and students will prepare 5 recipes from each group.	12 weeks
My Plate	Activities associated with each food group	Each food group will have an activity to reinforce the information talked about in class.	1-2 class periods per activity

Unit 4: Careers

Subject: Nutrition and Foods

Grade: 9, 10, 11, 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:

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

Supporting Standards for Unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
career paths within food science, food technology, dietetics, and nutrition industries	Analyze	Analyze	4

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:

Academic Cross-Curricular Words	Content/Domain Specific
Career Entrepreneur Chef Caterer Dietician	Recipe Development

Resources for Vocabulary Development:

Duyff, R. L. (2010). *Food, Nutrition & Wellness*. Woodland Hills, CA: The McGraw-Hill Companies.

Topic 1: Food Safety

Engaging Experience 1

Title: Platte County Health Department Guest Speaker

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

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

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

Topic 2: Menus

Engaging Experience 1

Title: Creating a Restaurant Menu

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

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

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative 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

RESOURCE MODIFICATION: Consider a guest speaker from a local fast food restaurant, a high school PROSTART teacher, or a chef from NCC.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Food Safety	Platte County Health Department Guest Speaker	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.	1 class period
Menus	Creating a Restaurant Menu	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	1-2 class periods

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.