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| COURSE | CONTEMPORARY WORLD OF FOODS II | GRADE: | 9-12 |
| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | Nutrition | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
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| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE: Assess the effect of nutrients on health, appearance, and peak performance.</p> <p>Research the relationship of nutrition and wellness to individual and family health throughout the lifespan.</p> <p>Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>Appraise sources of food and nutrition information, including food labels, related health and wellness.</p> | <ol style="list-style-type: none"> 1. Chapter 2 activities A, B, C, D 1. Chapter 3 activities C and D 2. Study Sheet Chapter 2 and 3 3. Test Chapter 2 and 3 | <ol style="list-style-type: none"> 1. Vocabulary 2. Teacher directed instruction 3. Nutrition Crossword; Activity C (Vocabulary Reinforcement) 4. Chapter 2 Study Guide: Nutritional Needs; reproducible 2-5 5. Chapter 2 Quiz 6. Making Healthful Food Choices Chapter 3 7. Vocabulary 8. Teacher directed Instruction 9. Choosing Wisely When Shopping; Activity C 10. Preparing Healthful Food; Activity D 11. Chapter 3 Study Sheet; reproducible master 3-4 12. Chapter 3 Quiz |
| ENRICHMENT: | Develop a HEALTHFUL FOOD CHOICES Plan to be displayed in the cafeteria. Students should include posters, banners, flyers, brochures and pamphlets to be available to cafeteria students. | | |

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| REMEDICATION: | Read Chapter 2 and 3 in the textbook. Answer all questions at the end of each chapter. |
| RESOURCES: | Textbook: Guide to Good Food |

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| COURSE | CONTEMPORARY WORLD OF FOODS II | GRADE: | 9-12 |
| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | Safety and Sanitation | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
|----------------------------|---|---|--|
| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE: Demonstrate conditions and practices that promote safe food handling.</p> <p>Demonstrate safety and sanitation practices in the kitchen.</p> <p>Demonstrate the federal, state, and local inspection systems that protect the health of the public.</p> <p>Identify food borne illnesses as a health issue for individuals and families.</p> | <ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Chapter 6 Activities A, B, C, D 3. Chapter 6 Study Sheet 4. Chapter 6 Quiz | <ol style="list-style-type: none"> 1. Chapter 6: Safeguarding the Family's Health 2. Vocabulary 3. Teacher directed instruction: <ol style="list-style-type: none"> a. Food borne Illnesses b. Four Steps to Food Safety c. Safety in the Kitchen 4. Chapter 6 Study Sheet |
| ENRICHMENT: | Develop a nutrition presentation for elementary school students with the cooperation of the school principals and the child development classes. | | |
| REMIEDIATION: | Read chapter 5 in the textbook. Answer review questions at the end of the chapter. Develop a thermometer poster to indicate the safe refrigeration temperature range for specific foods. | | |
| RESOURCES: | Textbook: Guide to Good Food | | |

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| COURSE | CONTEMPORARY WORLD OF FOODS II | GRADE: | 9-12 |
| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | Meal Planning | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
|---------------------|--|--|---|
| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE: Demonstrate knowledge of proper meal planning incorporating nutrition, budget, menu planning and resources.</p> | <p>Vocabulary Quizzes</p> <p>2. Chapter 11 Activities A – D + Reproducible Sheets</p> <p>3. Chapter 12 Activities A – F</p> <p>4. Teacher Generated Activities</p> <p>5. Study Sheets</p> <p>6. Coupon Exchange</p> <p>7. Brochure</p> <p>8. Tests</p> | <p>1. Chapter 11: Planning Meals</p> <p>2. Vocabulary</p> <p>3. Teacher Direct Instruction – PowerPoint</p> <p>4. Teacher Generated Activities</p> <p>5. Chapter 11 Study Sheet</p> <p>6. Chapter 11 Quiz</p> <p>7. Chapter 12: The Smart Consumer</p> <p>8. Vocabulary</p> <p>9. Teacher Generated Instruction – PowerPoint</p> <p>10. Unit Pricing; Activity C</p> <p>11. Teacher Generated Activities</p> <p>12. Chapter 12 Study Sheet</p> <p>13. Chapter 12 Quiz</p> |
| ENRICHMENT: | Create a comparison shopping binder of prices for the local grocery stores. Student may use online information, store visits or telephone communications. | | |
| REMEDIATION: | Read Chapters 11 and 12 Complete review questions at the end of the chapters | | |
| RESOURCES: | Guide to Good Food | | |

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| COURSE | CONTEMPORARY WORLD OF FOODS II | GRADE: | 9-12 |
| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | Pre-Lab Preparation | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
|----------------------------|---|---|---|
| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE: Students will demonstrate knowledge of kitchen terminology, abbreviations, and procedures to successfully prepare meals.</p> | <ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Activities A, B, C, D, E, F, G plus teacher generated activities. 3. Study Sheet 4. Kitchen Assignments 5. Test | <ol style="list-style-type: none"> 1. Chapter 13: Getting Started in the Kitchen 2. Vocabulary – Food Preparation Terms; Reproducible Master 13-1 (May also be used as the class word of the day) 3. Teacher Directed Instruction 4. PowerPoint 5. Study Activity Sheets 6. Teacher Generated Activities 7. Chapter 13 Study Sheet 8. Chapter 13 Quiz |

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| ENRICHMENT: | <ol style="list-style-type: none"> 1. Students will follow the time-work schedule in Activity E. 2. They will prepare the menu listed in the learning experience. 3. The students will evaluate the meal and discuss the scheduling problems they encountered during the preparation. 4. Students will make suggestions for correcting those issues. |
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| REMEDATION: | <p>Chapter 13:</p> <ol style="list-style-type: none"> 1. Terms to Know 2. Review What You have Read 3. Build Your Basic Skills 4. Apply Technology 5. Using Workplace Skills |
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| RESOURCES: | Guide to Good Food |
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| COURSE | CONTEMPORARY WORLD OF FOODS II | GRADE: | 9-12 |
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| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | The United States | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
|----------------------------|---|-------------------|---|
| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE:</p> <p>Demonstrate knowledge and understanding of the foundation of cultural development in the United States.</p> <p>Demonstrate an understanding of diversity and commonalities as people of many nations came together to create a “New World”.</p> | | <ol style="list-style-type: none"> 1. Organize teams for investigating regional areas of North America. Emphasis on the United States. 2. Areas of Study: <ol style="list-style-type: none"> A. New England B. Mid-Atlantic C. South D. Midwest E. West and Southwest F. Pacific Coast G. Hawaiian Islands 3. Vocabulary 4. Teacher Generated Notes or PowerPoint 5. Pretest/Test United States 6. New England Lab <ul style="list-style-type: none"> ➤ Recipe Sheet – ➤ Time/Work Schedule ➤ Lab Evaluation 7. Mid-Atlantic Lab <ul style="list-style-type: none"> ➤ Recipe Sheet ➤ Time/Work Schedule ➤ Lab Evaluation 8. South Lab <ul style="list-style-type: none"> ➤ Recipe Sheet ➤ Time/Work Schedule ➤ Lab Evaluation 9. Midwest Lab <ul style="list-style-type: none"> ➤ Recipe Sheet ➤ Time/Work Schedule ➤ Lab Evaluation 10. West and Southwest Lab <ul style="list-style-type: none"> ➤ Recipe Sheet ➤ Time/Work Schedule ➤ Lab Evaluation 11. Pacific Coast/Hawaiian Islands <ul style="list-style-type: none"> ➤ Recipe Sheet |

- Time/Work Schedule
- Lab Evaluation

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| ENRICHMENT: | Create a display demonstrating a connection between culture, geography, resources, family and food. Connect the information to prove the "American" culture. |
| REMEDATION: | <p>Read chapter in the textbook.</p> <ol style="list-style-type: none"> 1. Terms to Know 2. Review What You Have Read 3. Build Your Basic Skills 4. Build Your Thinking Skill 5. Apply Technology 6. Using Workplace Skills 7. Create a brochure for that particular region of the country. |
| RESOURCES: | Guide to Good Food |

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| STATE STANDARD: | FCS 11.3.12 B,C,D,E,F FCS 11.1.12 F | TIME FRAME: | 90 DAYS (57 MINUTES PER DAY) |
| UNIT: | World Cultures | | |

| UNIT OF INSTRUCTION | OBJECTIVES/ESSENTIAL CONTENT | ASSESSMENT | LEARNING ACTIVITIES |
|---------------------|--|--|--|
| | <p><u>STANDARD STATEMENT</u></p> <p>Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>OBJECTIVE:</p> <p>Demonstrate the knowledge and application of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Food preparation principles <input type="checkbox"/> Preparation skills <input type="checkbox"/> Presentation and food service <input type="checkbox"/> Food and people <input type="checkbox"/> Food and culture <input type="checkbox"/> Food as a unifying force of diversity | <p>Chapter 28-32 Activity Sheets, Labs and Lab Paperwork, Lab Evaluation, Study Sheets and Tests</p> | <ol style="list-style-type: none"> 1. Chapter 28: Latin America <ol style="list-style-type: none"> I. Mexico, II. Venezuela, III. Colombia, IV. Ecuador, V. Peru, VI. Chile, VII. Argentina, VIII. Brazil 2. Chapter 29: Europe <ol style="list-style-type: none"> I. British, II. France, III. Germany, IV. Scandinavian 3. Chapter 30: Mediterranean Countries <ol style="list-style-type: none"> I. Spain, II. Italy, III. Greece 4. Chapter 31: Middle East and Africa <ol style="list-style-type: none"> I. Middle East, II. Israel, III. Africa 5. Chapter 32: Asia <ol style="list-style-type: none"> I. Russia, II. India, III. China, IV. Japan |

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| ENRICHMENT: | <p>Create a cookbook insert to illustrate principles of food preparation in different cultures.</p> <p>Create a display of tools and equipment needed for food preparation in different cultures. Explain their usage, purpose and proper care.</p> |
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| REMIEDIATION: | <p>Read chapter in the textbook.</p> <ol style="list-style-type: none"> 1. Terms to Know 2. Review What You Have Read |
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3. Build Your Basic Skills
4. Build Your Thinking Skill
5. Apply Technology
6. Using Workplace Skills

Create a brochure for that particular country.

RESOURCES:

Guide to Good Food