

Nutrition and Wellness Curriculum Map

Carroll Jr./Sr. High School

Fall 2017

Textbook: Food for Today - Glencoe

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>			Introductions, Get to know you	Introductions, get to know you, guidelines and procedures	Introductions, get to know you, guidelines and procedures
FACS Academic Standards					
Learning Goals			<ul style="list-style-type: none"> - Get to know the class - Go over basic classroom procedures 	<ul style="list-style-type: none"> - Get to know the class - Go over basic classroom procedures - Talk about what YOU need in order to be successful 	<ul style="list-style-type: none"> - Get to know the class - Go over basic classroom procedures - Complete a pretest to establish a baseline to compare future learning.
Learning Experiences			<ul style="list-style-type: none"> - Introductions (5 Minutes) - Let's POP into a NEW Year! (30 Minutes) - Share a Picture (remaining time) 	<ul style="list-style-type: none"> - Attendance /Introductions (5 minutes) - Make Cookies (15 Minutes) - Sticky Note Sentences (20 Minutes) - Guidelines Stations (20 Minutes) 	<ul style="list-style-type: none"> - Attendance/ VOD/Seating Chart/Bellringer (10 minutes) - Talk about guidelines + quiz +website (15 minutes) - Pretest (20 Minutes)
Student Assignment <i>In-class or homework</i>			Popcorn get to know you sheet	Sticky note sentences, guidelines notetaker	Guidelines and procedures quiz
Student Assessment <i>entry for grade book</i>			none	none	Guideline notetaker, guidelines and procedures notetaker

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Safety and Sanitation	Safety and Sanitation	Safety and Sanitation, Cross contamination, HACCP, handwashing	Safety and Sanitation, Cross contamination, HACCP, handwashing	Safety and Sanitation, Cross contamination, HACCP, handwashing
FACS Academic Standards	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5
Learning Goals	<ul style="list-style-type: none"> - Describe the importance of knowing about safety and sanitation. - Define key terms related to safety and sanitation. 	<ul style="list-style-type: none"> - Identify the most germey places in the kitchen. - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - Identify the most germey places in the kitchen. - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - Find kitchen hazards in a real life scenario. - Discuss steps to stay safe in the kitchen during cooking and cleaning. - Explain how to avoid burns, fires, cuts, and trips in the kitchen. - Discuss the procedure for using and storing kitchen chemicals - List the proper steps for cleaning up broken glass.
Learning Experiences	<ul style="list-style-type: none"> - Attendance/ VOD/Bellringer (5 Minutes) Bellringer: 1. Why is it important to know 	<ul style="list-style-type: none"> - Bellringer (5 minutes) - Write down either T or F for each of the following statements. 	<ul style="list-style-type: none"> - Finish going over safety and sanitation article - Bread in a Bag Activity (10 minutes) 	<ul style="list-style-type: none"> - Bellringer (5 minutes) - Finish HACCP PowerPoint (20 minutes) - Handwashing Quiz (10 Minutes) 	<ul style="list-style-type: none"> - Bellringer: Go to the link and write down all of the safety and sanitation

	<p>about safety and sanitation while working in the kitchen? 2. List five ways you can help keep foods safe and prevent food-borne illness while in the kitchen.</p> <p>- Finish Pretest (20 Minutes)</p> <p>- Sanitation Vocab Match-Up (15 Minutes)</p> <p>- Sanitation Vocab Match-Up Activity – Cut up the vocab words and distribute terms and definitions to students. They must find their match and write them on a piece of paper. (10 Minutes)</p>	<p>1. Foodborne illness is always the result of the last food you ate.</p> <p>2. The only time food is not safe to eat is when it looks or smells spoiled.</p> <p>3. Cooking foods to a super hot temperature can kill any bacteria.</p> <p>4. Foodborne illness isn't serious, and it's something that doesn't happen very often.</p> <p>- Sanitation Article + Go-Over (40 Minutes)</p>	<p>- Glo-Germ Activity (15 minutes)</p> <p>- HACCP Powerpoint (remaining time)</p>	<p>- Safety PP (remaining time)</p>	<p>hazards.</p> <p>http://www.forefieldjuniors.co.uk/curriculum/dt/food_safety.html</p> <p>(5 minutes)</p> <p>- Finish Safety PP (10 Minutes)</p> <p>- Safety and Sanitation Crime Scene (10 Minutes)</p> <p>- Foodborne Illness “Don’t Catch ‘em All Project” (remaining time)</p>
<p>Student Assignment <i>In-class or homework</i></p>	Safety and Sanitation Vocab	Bellringer, Safety and Sanitation Article Q’s	Safety and Sanitation Article Q’s, HACCP PP Notes	HACCP PP Notes, handwashing quiz, safety PP Notes	Safety PP Notes, crime scene list, foodborne illness project, bellringer
<p>Student Assessment <i>entry for grade book</i></p>	Pretest participation, safety and sanitation vocab	Bellringer	Safety and Sanitation Article Q’s	HACCP PP Notes, handwashing quiz	Safety PP Notes, bellringer

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
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Topic of Lesson <i>FACS Content</i>	Foodborne Illnesses	Foodborne Illnesses, Review	Review	Review, Safety and Sanitation Test	Kitchen Equipment, Recipe Yield, Abbreviations and Equivalents
FACS Academic Standards	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	NW 4.2, NW 4.5
Learning Goals	<ul style="list-style-type: none"> - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - List the proper steps to hand-washing. - Explain the 4 Cs. - Know the temperature danger zone and its importance. - Explain the connection between cross-contamination and foodborne illness. - Identify the three types of contaminants. - Explain each letter of FAT TOM. - Identify the cause, foods implicated, symptoms, steps for prevention, and incubation for nine - Identify the purpose of HACCP and describe how to apply it. 	<ul style="list-style-type: none"> - Identify common kitchen equivalents + abbreviation. - Increase and decrease a recipe's yield. - Demonstrate how to use different measuring cups to reach the same end result. - Identify common pieces of kitchen equipment. - Describe the use of common pieces of kitchen equipment.
Learning Experiences	Foodborne Illness "Don't Catch 'em All Project" (remaining time)	<ul style="list-style-type: none"> - Foodborne Illness Balloons (35 minutes) - Safety and Sanitation Review (10 Minutes) 	<ul style="list-style-type: none"> - Safety and Sanitation Review + Go-Over (35 Minutes) - Safety and Sanitation Trashketball (15 Minutes) 	<ul style="list-style-type: none"> - Study for test (10 Minutes) - Safety and Sanitation Test (15 Minutes) 	<ul style="list-style-type: none"> - Kitchen Equipment Notes (30 Minutes) - Flashcards/Game (10) - Kitchen Equipment Crossword/Increasing +

				- Abbreviations + Equivalents WS + Go-Over (remaining time)	Decreasing Recipe Yield (remaining time)
Student Assignment <i>In-class or homework</i>	Foodborne Illness Project	Foodborne Illness Balloons, Safety and Sanitation Review	Safety and Sanitation Review	Safety and Sanitation Test, Safety and Sanitation Review, Abbreviations + Equivalents WS	Kitchen Equipment Notes, Kitchen Equipment Crossword, Recipe Yield Activity
Student Assessment <i>entry for grade book</i>	Foodborne Illness Project	Foodborne Illness Balloons		Safety and Sanitation Test, Safety and Sanitation Review	Kitchen Equipment Notes, Kitchen Equipment Crossword, Recipe Yield Activity

Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Preparing for Lab, Kitchen Equipment, Increasing/Decreasing Recipe Yield, reading a recipe	Preparing for Lab, Reading a recipe, Abbreviations and Equivalents	Safety and Sanitation, Reading a Recipe, Cooperation With Group, Measuring	Health Violations, Safety and Sanitation, Kitchen Equipment	Preparing for Lab, Mise in Plase, Kitchen Equipment, Reading a Recipe
FACS Academic Standards	NW 4.1, NW 4.2, NW 4.3, NW 4.4, NW 4.5	Domain 1, Domain 4	Domain 1, Domain 4	Domain 4	Domain 1, Domain 4
Learning Goals	<ul style="list-style-type: none"> - Identify common kitchen equivalents + abbreviation. - Increase and decrease a recipe's yield. - Demonstrate how to use different measuring cups to reach the same end result. 	<ul style="list-style-type: none"> - Identify common kitchen equivalents + abbreviation. - Increase and decrease a recipe's yield. - Demonstrate how to use different measuring cups to reach the same end result. 	<ul style="list-style-type: none"> - Follow a recipe to create a food product. - Demonstrate accurate measuring techniques. - Cooperate with lab group members. - Implement proper safety and sanitation procedures. 	<ul style="list-style-type: none"> - Conduct research on health violations made by restaurants in Tippecanoe County. - Identify common pieces of kitchen equipment by sight. 	<ul style="list-style-type: none"> - Identify common kitchen equivalents + abbreviation. - Identify common pieces of kitchen equipment by sight. - Describe the purposes of common pieces of kitchen equipment.

	<ul style="list-style-type: none"> - Identify common pieces of kitchen equipment. - Describe the use of common pieces of kitchen equipment. 	<ul style="list-style-type: none"> - Identify common pieces of kitchen equipment. - Describe the use of common pieces of kitchen equipment. <p>Prepare for lab.</p>			<ul style="list-style-type: none"> - Plan for no-bake cookie lab. - Explain the process of making no-bake cookies.
Learning Experiences	<ul style="list-style-type: none"> - Bellringer/VOD (5 minutes) - Explain the uses for the following pieces of kitchen equipment, Dutch oven, rubber scrapper, and ladle. - Demo (25 Minutes) - Kitchen Equip CW+ Increasing/Decreasing Recipe Yield WS (15 Minutes) 	<ul style="list-style-type: none"> - Draw the recipe (30 Minutes) - Lab Plans (10 Minutes) - Practice Equivalents + Abbreviations Quizizz/Quizlet/Kahoot (remaining time) 	<ul style="list-style-type: none"> - Cowgirl Cookie Lab (40 Minutes) - Cowgirl Cookie Exit Slip (remaining time) 	<ul style="list-style-type: none"> - Bellringer (5 Minutes): On top of a sheet of paper write down three places you enjoy eating in Lafayette (Tippecanoe County) - Health Inspector Video (5 Minutes): https://www.youtube.com/watch?v=yncZkZbI3ms - Health Inspector Online Search (15 Minutes) http://www2.tippecanoe.in.gov/health/FoodInspectionDB/index.asp - Kitchen Equipment Bingo (remaining time) 	<ul style="list-style-type: none"> - Study/Kitchen Equipment Quiz (10 Minutes) - No-bake Cookie Demo (30 Minutes) - No-Bake Cookie Lab Plan (5 Minutes) - Study Abbreviations/Equivalents (remaining time)
Student Assignment <i>In-class or homework</i>	Kitchen Equip CW+ Increasing/Decreasing Recipe Yield WS, bellringer	Draw the recipe, lab plans	Cowgirl cookie lab, cowgirl cookie exit slip	Health Inspector Online Search	Kitchen Equipment Quiz, Lab Plan
Student Assessment <i>entry for grade book</i>	Kitchen Equip CW+ Increasing/Decreasing Recipe Yield WS, bellringer	Draw the recipe	Cowgirl cookie lab, cowgirl cookie exit slip	Health Inspector Online Search	Kitchen Equipment Quiz

Week 5

	Monday – No School Labor Day	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>		Safety and sanitation, abbreviations and equivalents, reading a recipe, measuring	Abbreviations and Equivalents, Measuring	Abbreviations and equivalents, cooking terms	Safety and sanitation, abbreviations and equivalents, reading a recipe, measuring, mise en place, kitchen equipment
FACS Academic Standards		Domain 1, Domain 4	Domain 1, Domain 4	Domain 1, Domain 4	Domain 1, Domain 4
Learning Goals		<ul style="list-style-type: none"> - Demonstrate proper safety and sanitation procedures. - Accurately follow a recipe to create a product. - Cooperate with team members. 	<ul style="list-style-type: none"> - Recall common kitchen abbreviations and equivalents. - Increase and decrease recipe yield. 	<ul style="list-style-type: none"> - Define common cooking terms. - Know common kitchen abbreviations and equivalents 	<ul style="list-style-type: none"> - Demonstrate proper safety and sanitation procedures. - Accurately follow a recipe to create a product. - Plan brownie lab. - Explain how to make brownies. - Discuss the pros of making brownies from scratch vs. from a box.
Learning Experiences		<ul style="list-style-type: none"> - Bellringer (5 Minutes) <ul style="list-style-type: none"> ➤ ___ T=1 c ➤ ___ T=3/4 c ➤ ___ T=1/2 c ➤ ___ T=1/4 c ➤ ___ T=1/8 c - No-bake cookie lab (35 Minutes) - No-bake cookie exit slip (remaining time) 	<ul style="list-style-type: none"> - Bellringer/VOD (5 Minutes) Cut the recipe in half: <ul style="list-style-type: none"> • ½ c. granulated sugar • ¼ c. brown sugar • 1 egg • 1 t. vanilla • ½ t. salt • ½ t. baking soda • 1 ½ c. flour • ¾ c. chocolate chips 	<ul style="list-style-type: none"> - Bellringer/VOD (5 minutes) Explain two reasons looking at a food's nutrition label would be beneficial. - Abbreviations+ Equivalents quizizz/quizlet/game/silent study (10 Minutes) - Abbreviations + Equivalents Quiz (10 Minutes) 	<ul style="list-style-type: none"> - VOD (5 minutes) - Brownie Demonstration (25 Minutes) - Lab Plans (5 Minutes) - Recipe RAIL/Cooking Terms Scramble (10 Minutes)

			<ul style="list-style-type: none"> - Abbreviations + Equivalents Kahoot (10 Minutes) - Measuring Match WS (10 Minutes) - Study Abbreviations + Equivalents w/Quizizz (remaining time) 	<ul style="list-style-type: none"> - Cooking Terms Scramble (remaining time) 	
Student Assignment <i>In-class or homework</i>		Bellringer, lab, exit slip	Bellringer, measuring match WS	Abbreviations and equivalents quiz, cooking terms scramble	Lab plan, recipe RAIL, cooking terms scramble
Student Assessment <i>entry for grade book</i>		Bellringer, lab, exit slip	Bellringer, measuring match WS	Abbreviations and equivalents quiz	Recipe rail

Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Safety and sanitation, food presentation, professional chefs	Safety and sanitation, food presentation, professional chefs, Nutrition Labels	Handwashing, safety and sanitation, reading recipes, measuring, mise en place, kitchen equipment, abbreviations, and equivalents	Cooking terms	Portion size, serving size, USDA, FDA, Nutrition Labels, Cooking Terms
FACS Academic Standards	Domain 4, Domain 5	Domain 2, Domain 4, Domain 5	Domain 2, Domain 4	Domain 4	Domain 2, Domain 3
Learning Goals	- Predict the outcome of an episode of chopped	- Judge chefs based on their dishes appearance and their technique.	- Demonstrate proper safety and sanitation procedures.	- Define common coking terms	- Define common kitchen terms.

	<ul style="list-style-type: none"> - Judge chefs based on their dishes appearance and their technique. - Watch for safety and sanitation violations during the competition. 	<ul style="list-style-type: none"> - Watch for safety and sanitation violations during the competition. - Identify the components of a nutrition label. - Read a nutrition label to determine if a product is healthy or not. - Use a nutrition label to determine the major health components of a food item. 	<ul style="list-style-type: none"> - Accurately follow a recipe to create a product. - Follow a recipe to create a food product. - Demonstrate accurate measuring techniques. - Cooperate with lab group members. 		<ul style="list-style-type: none"> - Discuss portion size versus serving size. - List the six major nutrients. - Distinguish between macro and micro nutrients. - Practice reading nutrition labels.
Learning Experiences	- Chopped + chopped video Guide	<ul style="list-style-type: none"> - Bellringer: Write three sentences about what you can conclude from our experiment. - Nutrition Label Video https://www.youtube.com/watch?v=Orj7p3KQcyQ - Nutrition Label Reading WS - Cutthroat Kitchen + Watch for safety and sanitation mistake by writing them on a piece of paper 	<ul style="list-style-type: none"> - Brownie Lab - Brownie Lab Exit Slip (remaining time) 	<ul style="list-style-type: none"> - Eat brownies + Go Over Cooking Terms Scramble (25 Minutes) - Cooking Terms Crossword (remaining time) Extra Cooking Terms Help- https://www.d.umn.edu/~alphanu/cookery/glossary_cooking.html 	<ul style="list-style-type: none"> - Bellringer (10 Minutes) What is a portion size? Name five things that affect what your portion size of a processed food is. - Portion Control Video (5 Minutes) https://www.youtube.com/watch?v=JRJW6jbIrFk - Portion WS/PP (30 Minutes)
Student Assignment <i>In-class or homework</i>	Chopped video guide	Kitchen safety and sanitation violations, nutrition label ws, bellringer	Brownie lab, brownie lab exit slip	Cooking terms scramble, cooking terms crossword	Bellringer, notes
Student Assessment <i>entry for grade book</i>	Chopped video guide	Kitchen safety and sanitation violations, nutrition label ws, bellringer	Brownie lab, brownie lab exit slip		Bellringer, notes

Week 7

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Portion size, serving size, USDA, FDA, Nutrition Labels, Cooking Terms	Six major nutrients, reading labels, myplate, macro and micronutrients	Portion size, serving size, reading labels, calculating information based on labels, Handwashing, safety and sanitation, reading recipes, measuring, mise en place, kitchen equipment, abbreviations, and equivalents	Portion size, serving size, reading labels, calculating information based on labels, nutrients, food groups	Portion size, serving size, reading labels, calculating information based on labels, nutrients, food groups
FACS Academic Standards	Domain 2, Domain 3	Domain 2, Domain 3	Domain 2, Domain 3, domain 4	Domain 2, Domain 3	Domain 2, Domain 3
Learning Goals	<ul style="list-style-type: none"> - Define common kitchen terms. - Practice reading nutrition labels. - Distinguish between portion size and serving size. - Calculate how much of a certain nutrient a person would get per container or serving. 	<ul style="list-style-type: none"> - Practice reading nutrition labels. - Distinguish between portion size and serving size. - Calculate how much of a certain nutrient a person would get per container or serving. - Explain how to make macaroni and cheese. 	<ul style="list-style-type: none"> - Calculate the amount of calories found in one serving of macaroni and cheese versus the portion size. - Compare and contrast portion size versus serving size. 	<ul style="list-style-type: none"> - Calculate the amount of calories found in one serving of macaroni and cheese versus the portion size. - Compare and contrast portion size versus serving size. - List the six major nutrients. - Distinguish between macro and micro nutrients. - Identify the functions and sources of the six major nutrients. 	<ul style="list-style-type: none"> - Calculate the amount of calories found in one serving of macaroni and cheese versus the portion size. - Compare and contrast portion size versus serving size. - List the six major nutrients. - Distinguish between macro and micro nutrients. - Identify the functions and sources of the six major nutrients.

Learning Experiences	<ul style="list-style-type: none"> - Portion + Nutrient Label Puzzle Activity (20 Minutes) - Cooking Terms Study (10 Minutes) - Cooking Terms Quiz (10 Minutes) 	<ul style="list-style-type: none"> - Velveeta Shells and Cheese Demo Part 1 (15 Minutes) - Nutrition Study Guide (20 Minutes) - Velveeta Shells Demo Part 2 (10 Minutes) 	<ul style="list-style-type: none"> - Velveeta Shells and Cheese Lab + Work on Exit Slip (50 Minutes) 	<ul style="list-style-type: none"> - Portion Lab Exit Slip (20 Minutes) - Nutrition Study Guide + go-Over (remaining time) 	<ul style="list-style-type: none"> - Bellringer (5 Minutes) Define portion size and serving size. - Finish Nutrition SG (15 minutes) - Portion Distortion Label WS (20 Minutes)
Student Assignment <i>In-class or homework</i>	Breakout Box Activity, Cooking Terms Quiz	Nutrition study guide	Velveeta Shells and Cheese Lab, exit slip	Portion lab exit slip, nutrition study guide	Nutrition study guide, portion practice, bellringer
Student Assessment <i>entry for grade book</i>	Breakout Box Activity, Cooking Terms Quiz		Velveeta Shells and Cheese Lab	Portion lab exit slip	Nutrition study guide, portion practice, bellringer

Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	MyPlate, Safety and Sanitation, Measuring, Cooperation, Reading a Recipe	Portion size, serving size, nutrients, food groups	MyPlate, Food Groups, Recommended Amounts	MyPlate, Food Groups, Recommended Amounts	MyPlate, Food Groups, Recommended Amounts
FACS Academic Standards	Domain 2, Domain 3, Domain 4	Domain 2, Domain 3	Domain 2, Domain 3	Domain 2, Domain 3	Domain 2, Domain 3
Learning Goals <i>Students will be able to...</i>	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - List the six major nutrients. 	<ul style="list-style-type: none"> - Construct a perfectly portioned plate according to MyPlate. - Visually represent MyPlate with real food. 	<ul style="list-style-type: none"> - List all of the food groups in MyPlate. - Determine recommended daily amounts for each food group. - Identify sources of food for each food group. 	<ul style="list-style-type: none"> - List all of the food groups in MyPlate. - Determine recommended daily amounts for each food group. - Identify sources of food for each food group. 	<ul style="list-style-type: none"> - Design a day's worth of meals that meets the dietary guidelines according to MyPlate. - List all of the food groups in MyPlate.

	<ul style="list-style-type: none"> - Distinguish between macro and micro nutrients. - Identify the functions and sources of the six major nutrients. 	<ul style="list-style-type: none"> - Compare and contrast serving size vs. portion size. - Identify the food groups common foods belong in. - List the six major nutrients. - Identify the functions and sources of the six major nutrients. 	<ul style="list-style-type: none"> - Examine health benefits given from each food group. 	<ul style="list-style-type: none"> - Examine health benefits given from each food group. 	<ul style="list-style-type: none"> - Determine recommended daily amounts for each food group. - Identify sources of food for each food group. - Examine health benefits given from each food group.
Learning Experiences <i>brief explanation w/ references</i>	<ul style="list-style-type: none"> - MyPlate Lab Prep - Green Beans, Italian Chicken, Garlic Buttered Noodles, Chocolate Pudding, Fruit Salad 	<ul style="list-style-type: none"> Bellringer (5 Minutes) - Name the six major nutrients. Name the five food groups. - Create Plates + Eat (15 minutes) - Clean-Up (15 minutes) - Portion Vs. Serving Size/ MyPlate Meal Exit Slip (Remaining Time) 	MyPlate WebQuest – Due at the end of the hour	<ul style="list-style-type: none"> - Food ID Practice PP (10 Minutes) - Nutrient Graphic Organizer (30 minutes) - Portion Vs. Serving Size/ MyPlate Meal Exit Slip (remaining time) 	<ul style="list-style-type: none"> - Go-Over MyPlate WebQuest (10 Minutes) - Finish Nutrient Graphic Organizer (10 minutes) - MyPlate Project (due beginning of class on Tuesday)
Student Assignment <i>In-class or homework</i>	MyPlate lab	Myplate exit slip, bellringer	MyPlate WebQuest	Nutrient graphic organizer, Portion Vs. Serving Size/ MyPlate Meal Exit Slip	MyPlate project
Student Assessment <i>entry for grade book</i>	MyPlate Lab	Myplate exit slip, bellringer	MyPlate WebQuest	Nutrient graphic organizer, Portion Vs. Serving Size/ MyPlate Meal Exit Slip	

Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
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Topic of Lesson <i>FACS Content</i>	MyPlate, Food Groups, Recommended Amounts	Micronutrients, macronutrients, nutrition review	Fruits, vegetables, wrap up nutrition, fruit/vegetable grading, purchasing, and storing	Vegetables, Safety and Sanitation, Measuring, Cooperation, Reading a Recipe	Fruits, vegetables, wrap up nutrition, fruit/vegetable grading, purchasing, and storing, descriptor words
FACS Academic Standards	Domain 2, Domain 3	Domain 2, Domain 3	Domain 2, Domain 3	Domain 4	Domain 2, Domain 3
Learning Goals <i>Students will be able to...</i>	<ul style="list-style-type: none"> - Design a day's worth of meals that meets the dietary guidelines according to MyPlate. - List all of the food groups in MyPlate. - Determine recommended daily amounts for each food group. - Identify sources of food for each food group. - Examine health benefits given from each food group. 	<ul style="list-style-type: none"> - review key topics related to nutrition 	<ul style="list-style-type: none"> - Wrap up nutrients. - Distinguish between a fruit and a vegetable. - Describe each category of fruits and examples of each. - Explain the basics of fruit and vegetable grading, storing, and purchasing. - Discuss the nutritional value of fruits and vegetables. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. 	<ul style="list-style-type: none"> - Distinguish between a fruit and a vegetable. - Describe each category of fruits and examples of each. - Compare and contrast fresh, canned, and frozen vegetables. - Use descriptor words to describe food.
Learning Experiences	<ul style="list-style-type: none"> - Bellringer (5 Minutes) - MyPlate Project worktime (45 Minutes) 	<ul style="list-style-type: none"> - Bellringer: Name the two micronutrients and the three macronutrients (5 minutes) - Nutrition Study Guide (25 Minutes) - Go over study guide (10 Minutes) 	<ul style="list-style-type: none"> - Study for test (15 Minutes) - Nutrition Test (25 Minutes) - Fruit and veggie infographic questions (remaining time) 	<ul style="list-style-type: none"> - Vegetable Casserole Comparison Day #1 (45 Minutes) 	<ul style="list-style-type: none"> - Bellringer (5 Minutes) Define fruit. Define vegetable. Describe how plants or plant parts are classified as either a fruit or a vegetable. - Veggie Casserole Day Two Taste + Clean-Up (45 minutes)

Student Assignment <i>In-class or homework</i>	Bellringer, MyPlate Project	Study guide, bellringer	Nutrition test, fruit and veggie infographics	Vegetable casserole lab	Veggie casserole taste test, bellringer, infographic questions
Student Assessment <i>entry for grade book</i>	Bellringer	bellringer	Nutrition test	MyPlate Project, vegetable casserole lab	Veggie casserole taste test, bellringer

Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant	fruit, Safety and Sanitation, Measuring, Cooperation, Reading a Recipe, kitchen equipment review, knife skills	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant
FACS Academic Standards	Domain 2, Domain 3, Domain 5	Domain 2, Domain 3	Domain 2, Domain 3, Domain 4	Domain 2, Domain 3	Domain 2, Domain 3
Learning Goals <i>Students will be able to...</i>	<ul style="list-style-type: none"> - Identify fruits and vegetables that are a part of each color group. - Describe health benefits of fruits and vegetables across the spectrum. - Categorize vegetables based on the part of the plant they are. 	<ul style="list-style-type: none"> - Categorize vegetables based on the part of the plant they are. - Discuss the pros and cons of food irradiation. - Identify fruits and vegetables that are a part of each color group. - Describe health benefits of fruits and vegetables across the spectrum. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Review kitchen equipment. 	<ul style="list-style-type: none"> - Categorize vegetables based on the part of the plant they are. - Define irradiation. - Discuss the pros and cons of food irradiation. - Identify fruits and vegetables that are a part of each color group. 	<ul style="list-style-type: none"> - Categorize vegetables based on the part of the plant they are. - Define irradiation. - Discuss the pros and cons of food irradiation. - Identify fruits and vegetables that are a part of each color group.

	<ul style="list-style-type: none"> - Distinguish between a fruit and a vegetable. - Describe each category of fruits and examples of each. 			<ul style="list-style-type: none"> - Describe health benefits of fruits and vegetables across the spectrum. 	<ul style="list-style-type: none"> - Describe health benefits of fruits and vegetables across the spectrum.
Learning Experiences <i>brief explanation w/ references</i>	<ul style="list-style-type: none"> - Assign Food Tracker Project (10 Minutes) - Fruit + Veggie Infographic Q's (20 Minutes) - Types of Veggies PP + Notes (remaining time) 	<ul style="list-style-type: none"> - Bellringer: Research interesting fruits and vegetables. In a google doc, insert a picture of one fruit and one vegetable that you have never heard of before. Include the name and a brief description of where the fruit/vegetable comes from and the typical taste. Share it with me via email. (15 Minutes) - Finish Types of Veggies PP + Notes (25 Minutes) - I Can Eat the Whole Plant (remaining time) 	<ul style="list-style-type: none"> - Apple Crisp Lab 	<ul style="list-style-type: none"> - Bellringer: List four categories of vegetables and give three examples of each type. (5 Minutes) - I Can Eat the Whole Plant (20 minutes) + Eat Apple Crisp - What is Food Irradiation? Article (remaining time) Homework if not done 	<ul style="list-style-type: none"> - Bellringer: Define phytochemical. - Savor the Spectrum Project (due Monday)
Student Assignment <i>In-class or homework</i>	Food tracker project, infographic questions, fruits and veggies notes	Bellringer, fruit and veggie notes, I can eat the whole plant activity	Apple Crisp Lab	Bellringer, I can eat the whole plant, food irradiation article	Bellringer, savor the spectrum project
Student Assessment <i>entry for grade book</i>	infographic	Bellringer, fruit and veggie notes	Apple Crisp Lab	Bellringer, I can eat the whole plant, food irradiation article	Bellringer

Week 11

	Monday	Tuesday	Wednesday	Thursday	Friday
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Topic of Lesson <i>FACS Content</i>	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant, healthy recipes	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant, healthy recipes	Safety and Sanitation, Measuring, Cooperation, Reading a Recipe, kitchen equipment review, knife skills	Safety and sanitation, food presentation
FACS Academic Standards	Domain 2, Domain 3, Domain 5	Domain 2, Domain 3, Domain 4, Domain 5	Domain 4	Domain 4, Domain 5	Domain 2, Domain 3, Domain 4
Learning Goals	<ul style="list-style-type: none"> - Categorize vegetables based on the part of the plant they are. - Define irradiation. - Discuss the pros and cons of food irradiation. - Identify fruits and vegetables that are a part of each color group. - Describe health benefits of fruits and vegetables across the spectrum. - Demonstrate safe knife skills. 	<ul style="list-style-type: none"> - Categorize vegetables based on the part of the plant they are. - Define irradiation. - Discuss the pros and cons of food irradiation. - Identify fruits and vegetables that are a part of each color group. - Describe health benefits of fruits and vegetables across the spectrum. - Demonstrate safe knife skills. 	<ul style="list-style-type: none"> - Identify fruits and vegetables that are a part of each color group. - Describe and give examples for each main category of fruit. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques. - Review kitchen equipment. 	<ul style="list-style-type: none"> - Chopped + keep track of safety and sanitation mistakes
Learning Experiences	<ul style="list-style-type: none"> - Savor the Spectrum Worktime (15 minutes) - Present Projects (25 minutes) - Food Tracker Project Work time (remaining time) 	<ul style="list-style-type: none"> - Bellringer: Does the USDA grade fruits and vegetables on their flavor? Why or why not? (5 minutes) - Make Fruit Pizza + Veggie Pizza crusts and 	<ul style="list-style-type: none"> - Assemble fruit and vegetable pizzas (20 minutes) - Fruit Graphic Organizer (30 Minutes) 	<ul style="list-style-type: none"> - Fall Mystery Lab (40 Minutes) Pumpkin Rolls - Food Tracker Project Worktime (remaining time) 	

		sauce + cut vegetables + fruit (30 Minutes) - Food Tracker Project Worktime (remaining time)			
Student Assignment <i>In-class or homework</i>	Savor the spectrum project, food tracker project, savor the spectrum PP Notes	Bellringer, food tracker project	Fruit graphic organizer	Mystery lab	Safety and sanitation mistakes
Student Assessment <i>entry for grade book</i>	Savor the spectrum pp notes, savor the spectrum project	bellringer		Mystery lab	Safety and sanitation mistakes, food tracker project

Week 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Fruits, vegetables, fruit/vegetable grading, purchasing, and storing, descriptor words, categories of fruits, categories of vegetables, parts of the vegetable plant, healthy recipes	Safety and Sanitation, Measuring, Cooperation, Reading a Recipe, kitchen equipment review, knife skills	Descriptor Words, fruit + veggie review, sensory evaluation	Wrap-up fruits and veggies	Basic Knife Skills, Types of Cuts
FACS Academic Standards	Domain 2, Domain 3	Domain 4	Domain 2, Domain 3	Domain 2, Domain 3	Domain 4
Learning Goals	- Wrap-up fruits and veggies. - Identify fruits and vegetables that are a	- Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques.	- Wrap-up fruits and veggies. - Evaluate different types of apples based on taste, appearance, and texture.	- Wrap up fruits and veggies	- Identify common knives and their purposes. - Create a chart detailing types of cuts and their dimensions.

	part of each color group. - Describe and give examples for each main category of fruit. - Explain the USDA's grading process of fruits and veggies.	- Practice using kitchen equipment. - Apply effective teamwork and time management skills.			- Describe basics of knife safety and technique.
Learning Experiences <i>brief explanation w/ references</i>	- Fruit + Veggie Kahoot (15 Minutes) - Finish Fruit Graphic Organizer (15 Minutes) - Fruit + Veggie Grading Article (20 minutes)	- Pumpkin Rice Krispies Lab (35 minutes) - Fruit + Veggie Review (remaining time)	- Work on fruit + veggie review (15 minutes) - Apple Tasting (15 minutes) - Go-over Fruit + Veggie Review (remaining time)	- Fruit + Veggie Trashketball (15 minutes) - Study for Quiz (10 minutes) - Fruit + Veggie Quiz (remaining time)	- Knife Skills Kahoot (10 minutes) - Knife Skills Video + Q Guide (25 Minutes) - Types of Cuts Chart (Remaining Time)
Student Assignment <i>In-class or homework</i>	Fruit graphic organizer, fruit + veggie grading article	Pumpkin rice Krispy lab, fruit and veggie review	Fruit and veggie review, apple tasting chart	Fruit and veggie quiz	Knife skills video guide, types of cuts chart
Student Assessment <i>entry for grade book</i>	Fruit graphic organizer, fruit + veggie grading article	Pumpkin rice Krispy lab	Fruit and veggie review, apple tasting chart	Fruit and veggie quiz	Knife skills video guide

Week 13

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Basic Knife Skills, Types of Cuts	Basic Knife Skills, Types of Cuts	Basic Knife Skills, Types of Cuts	Basic Knife Skills, Types of Cuts, Writing a Recipe	Basic Knife Skills, Types of Cuts, Methods of Cooking Pasta, Types of pasta
FACS Academic Standards	Domain 4	Domain 4	Domain 4	Domain 4	Domain 4

Learning Goals	<ul style="list-style-type: none"> - Identify common knives and their purposes. - Create a chart detailing types of cuts and their dimensions. - Describe basics of knife safety and technique. 	<ul style="list-style-type: none"> - Identify common knives and their purposes. - Create a chart detailing types of cuts and their dimensions. - Describe basics of knife safety and technique. 	<ul style="list-style-type: none"> - Identify common knives and their purposes. - Create a chart detailing types of cuts and their dimensions. - Describe basics of knife safety and technique. 	<ul style="list-style-type: none"> - Identify common knives and their purposes. - Create a chart detailing types of cuts and their dimensions. - Describe basics of knife safety and technique. - Plan for Soup cook-off 	<ul style="list-style-type: none"> - List the proper steps for making pasta. - Identify common types of pasta by sight. - Wrap up knife skills
Learning Experiences	<ul style="list-style-type: none"> - Mrs. Baker's knife skills demo (20 minutes) show how to mince garlic, rondelle carrots, julienne carrots, dice potatoes, battonnet potatoes, dice onion, and slice onion. - Types of Cuts Chart (remaining time) 	<ul style="list-style-type: none"> - Make Play Dough (30 minutes) - Knife Match-Up (remaining time) 	<ul style="list-style-type: none"> - Bellringer: What are the three names for this knife - display a chef's knife (5 minutes) - Types of Cuts Playdough Practice Chart (remaining time) 	<ul style="list-style-type: none"> - Soup cook-off planning - Wrap-up knife skills assignments 	<ul style="list-style-type: none"> - Use Your Noodle Video + Video Guide (30 minutes) - Wrap-up knife skills (remaining time)
Student Assignment <i>In-class or homework</i>	Types of cuts chart	Knife match-up, playdough lab	bellringer, types of cuts practice chart	soup cook-off planning, knife skills assignments	use your noodle video guide, knife skills assignments
Student Assessment <i>entry for grade book</i>	Types of Cuts chart	Knife match-up, kool-dough lab	types of cuts practice chart	knife skills assignments	use your noodle video guide, knife skills assignments

Week 14

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	<ul style="list-style-type: none"> ● Accurately follow a recipe. 	sensory evaluation, creating a recipe	buying meat, cooking meat, tough/tender cuts,	buying meat, cooking meat, tough/tender cuts,	history of Thanksgiving, etiquette, industrial food preparation

	<ul style="list-style-type: none"> Demonstrate proper safety and sanitation techniques. 		moist/dry cooking methods, nutrition of meat	moist/dry cooking methods, nutrition of meat	
FACS Academic Standards	Domain 4	Domain 4	Domain 2, Domain 3, Domain 4, Domain 5	Domain 2, Domain 3, Domain 4	Domain 4, Domain 5
Learning Goals	<ul style="list-style-type: none"> - Design a recipe for an original soup - Compete against groups to make the best fall soup - Conduct a sensory evaluation to determine the best soup 	<ul style="list-style-type: none"> - Design a recipe for an original soup - Compete against groups to make the best fall soup - Conduct a sensory evaluation to determine the best soup 	<ul style="list-style-type: none"> - Discuss the basics of meat grading and inspection. - Identify the types of meat cuts that serve each purpose. - Explain how to store meat properly. 	<ul style="list-style-type: none"> - Discuss the basics of meat grading and inspection. - Identify the types of meat cuts that serve each purpose. - Explain how to store meat properly. - Plan Thanksgiving lab 	<ul style="list-style-type: none"> - Discuss the history of Thanksgiving - See food preparation and preservation techniques on an industrial scale.
Learning Experiences	- Make Soup for Soup Cook-Off	<ul style="list-style-type: none"> - Taste test soups, take pictures and write recipe for bulletin board (35 minutes) -Clean-Up (remaining time) 	<ul style="list-style-type: none"> - Steak the Claim + "Video Guide" (25 minutes) - Meat Study Guide + PP (remaining time) Students answer questions about meat from a PP that is posted around the room. 	<ul style="list-style-type: none"> - Bellringer: Are moist heat cooking methods preferred for tender or less tender cuts of meat? (5 minutes) Explain your answer. - Research Thanksgiving Recipes - Part 1 of Thanksgiving Assignment (20 minutes) - Go-over study guide (remaining time) 	<ul style="list-style-type: none"> - "Bellringer": Draw a place setting that includes a drink, plate, napkin, knife, fork, and spoon. On the back research 10 etiquette rules to follow during a formal dinner. (10 minutes) - Unwrapped Thanksgiving Episode (remaining time)
Student Assignment <i>In-class or homework</i>	Soup Cook Off Lab		video guide, study guide	bellringer, thanksgiving assignment	etiquette bellringer,

Student Assessment <i>entry for grade book</i>	Soup Cook Off Lab		video guide, study guide	bellringer	etiquette bellringer, video participation
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Week 15

	Monday	Tuesday	Wednesday- No School Thanksgiving Break	Thursday- No School Thanksgiving Break	Friday- No School Thanksgiving Break
Topic of Lesson <i>FACS Content</i>	recipes, sanitation, measuring, directions, time management	Being Thankful!, Etiquette			
FACS Academic Standards	Domain 4	Domain 1			
Learning Goals	- Accurately follow a recipe. - Demonstrate proper safety and sanitation techniques.	- Discuss how culture and tradition affect meal choices - Practice dinning etiquette			
Learning Experiences	- Make Thanksgiving Meal Food (Each lab group gets to pick a side dish or dessert)	- Thanksgiving Meal			
Student Assignment <i>In-class or homework</i>	Thanksgiving lab				
Student Assessment <i>entry for grade book</i>	Thanksgiving Lab				

Week 16

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Nutrition Content of Recipes, Costing Recipes	Nutrition Content of Recipes, Costing Recipes	eggs, cuts of meat, cooking methods of meat, tender cuts, less tender cuts	eggs, sanitation, measuring, directions, time management	eggs, sanitation, measuring, directions, time management
FACS Academic Standards	Domain 2, Domain 4	Domain 2, Domain 4	Domain 2, Domain 4	Domain 4	Domain 4
Learning Goals	<ul style="list-style-type: none"> - Calculate the cost per serving of the Thanksgiving recipe we prepared. - Calculate nutrition facts for Thanksgiving recipe prepared. 	<ul style="list-style-type: none"> - Calculate the cost per serving of the Thanksgiving recipe we prepared. - Calculate nutrition facts for Thanksgiving recipe prepared. 	<ul style="list-style-type: none"> - Identify the parts of an egg. - Identify cuts of beef, lamb, pork, and chicken. - Describe the function of each part of an egg. - Explain nutritional benefits, the proper storing, and culinary uses of eggs. 	<ul style="list-style-type: none"> - Prepare poached, scrambled, fried, and hard-boiled eggs. - Demonstrate proper safety and sanitation techniques. 	<ul style="list-style-type: none"> - Demonstrate how to make an omelette.. - Prepare a quick and nutritious breakfast.
Learning Experiences	- Thanksgiving Recipe Project	- Thanksgiving Recipe Project	<ul style="list-style-type: none"> - Bellringer: As a group, crack the egg on the paper plate. Use a marker to identify the germinal disc, albumen, chalaza, yolk, and vitelline membrane. Be sure to research the function of each part. You can use this online article to assist you. - Cuts of Meat Coloring Sheet (remaining time) 	<ul style="list-style-type: none"> - Bellringer: What is a poached egg? - Types of Eggs Lab 	<ul style="list-style-type: none"> - Omelette Lab (30 minutes) https://www.youtube.com/watch?v=OOyRuOEKfVk&t=230s 2 eggs per student, have cheese and some veggies available - Cuts of Meat Coloring Sheet (remaining time)
Student Assignment <i>In-class or homework</i>	Thanksgiving Recipe Project	Thanksgiving Recipe Project	bellringer, cuts of meat ws	bellringer, types of eggs lab	omelette lab, cuts of meat coloring sheet

Student Assessment <i>entry for grade book</i>		Thanksgiving Recipe Project		types of eggs lab	omelette lab
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Week 17

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	Eggs, Cuts of Meat, Meat Preparation	Uses, grades, buying of eggs, grains, whole grains, kernels	whole grains, gluten, measuring, food safety, kitchen equipment	starch, thickeners, complex carbohydrates, measuring, following a recipe, kitchen equipment	whole grains, simple carbohydrates, complex carbohydrates, nutrition of grains, types of pasta, preparing grains
FACS Academic Standards	Domain 2, Domain 4	Domain 2, Domain 4	Domain 2, Domain 4	Domain 2, Domain 4	Domain 2, Domain 4
Learning Goals	<ul style="list-style-type: none"> - Distinguish between the different types of egg labels. - Identify cuts of beef, lamb, pork, and chicken. - Identify the parts of an egg. - Describe the function of each part of an egg. - Explain nutritional benefits, the proper storing, and culinary uses of eggs. 	<ul style="list-style-type: none"> - List three nutrients in eggs - Define key terms related to grains - Explain how to make biscuits and gravy - Explain the three parts of a kernel - Discuss nutritional benefits, cooking methods, and processing of grains. 	<ul style="list-style-type: none"> - Explain how to make biscuits and gravy - Explain the three parts of a kernel - Discuss nutritional benefits, cooking methods, and processing of grains. - Follow a recipe - Apply proper safety and sanitation techniques - Measure and mix properly to create light and fluffy biscuits 	<ul style="list-style-type: none"> - Accurately follow a recipe by using proper equipment and measurement techniques. - Demonstrate proper safety and sanitation techniques. - Cooperate with group members - Apply time management techniques - Use a complex carbohydrate to thicken a liquid 	<ul style="list-style-type: none"> - Identify common pasta shapes - Distinguish between a simple and complex carbohydrate - Discuss the health benefits of eating whole grain - identify the three parts of a kernel - Explain the nutritional impacts of grain - Explain the role of fiber in the body and give sources
Learning Experiences	<ul style="list-style-type: none"> - Bellringer: What do the following terms mean regarding eggs? Cage free, free-range, pasture raised, brown, 	<ul style="list-style-type: none"> - Bellringer: Eggs are a good source of what three vitamins? - Egg Graphic Organizer (30 minutes) 	<ul style="list-style-type: none"> - Bellringer: What is the difference between whole grain and white bread? Which is healthier, why? (5 minutes) 	<ul style="list-style-type: none"> - Gravy Video (5 minutes) https://www.youtube.com/watch?v=UCuDMtIpl50 - Biscuits and Gravy Lab Day #2 - Make Gravy + 	<ul style="list-style-type: none"> - Chapter 30 Vocab Words + Grains of Truth WS (30 minutes) - Grains Stations (remaining time)

	<p>pasteurized, and conventional? (5 minutes)</p> <p>- Cuts of Meat Coloring Sheet (15 minutes)</p> <p>- Egg Graphic Organizer (remaining time)</p>	<p>- Chapter 30 vocab words Food for Today Textbook (remaining time)</p>	<p>- Biscuit Video https://www.youtube.com/watch?v=TOXNFnaObh0 (10 minutes)</p> <p>- Make Biscuits (Remaining time)</p>	<p>Warm Up Biscuits (40 minutes)</p>	
Student Assignment <i>In-class or homework</i>	bellringer, cuts of meat coloring sheet, egg graphic organizer	bellringer, egg graphic organizer, chapter 30 vocab	bellringer, biscuits and gravy lab	biscuits and gravy lab	chapter 30 vocab, grains of truth WS, grains stations
Student Assessment <i>entry for grade book</i>	bellringer, cuts of meat coloring sheet	bellringer, egg graphic organizer, chapter 30 vocab	bellringer, biscuits and gravy lab	biscuits and gravy lab	chapter 30 vocab, grains of truth WS

Week 18

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	whole grains, simple carbohydrates, complex carbohydrates, nutrition of grains, types of pasta, preparing grains	sanitation, measuring, directions, time management, kitchen appliances, dairy, healthy snacks		sanitation, measuring, directions, time management, kitchen appliances, no waste, food presentation, working efficiently	dairy, types of dairy, health benefits of dairy, grading of dairy, preparing dairy
FACS Academic Standards	Domain 2	Domain 2	Domain 2	Domain 4	Domain 2
Learning Goals	<p>- Identify common pasta shapes</p> <p>- Distinguish between a simple and complex carbohydrate</p> <p>- Discuss the health benefits of eating whole grain</p>	<p>- Define key terms related to dairy</p> <p>- Make a nutritious dairy snack</p> <p>- Accurately follow a recipe by using proper equipment and measurement techniques.</p>	<p>- Evaluate different types of milk based on taste and health factors.</p> <p>- Define key terms related to dairy</p>	<p>- Review kitchen equipment, sanitation, safety, and knife skills techniques.</p> <p>- Create a food from mystery items</p> <p>- Discuss strategies to eliminate food waste.</p>	<p>- Draw and label a grain kernel.</p> <p>- Explain the three main types of a grain kernel: bran, germ, and endosperm.</p>

	<ul style="list-style-type: none"> - Identify the three parts of a kernel - Explain the nutritional impacts of grain - Explain the role of fiber in the body and give sources 	<ul style="list-style-type: none"> - Demonstrate proper safety and sanitation techniques. - Cooperate with group members - Apply time management techniques 			
Learning Experiences	- Grains Stations	- Smoothie Lab + Smoothie Exit Slip	<ul style="list-style-type: none"> - Dairy vocab Match-Up (15 minutes) - Dairy Tasting (25 minutes) Students taste various types of milk and look at their nutrition labels to draw conclusions about the health and taste of various types of milk. - Dairy Crossword (remaining time) 	- Chopped! Put 5 ingredients in a bag that must be included in the dish somehow. Not all of it needs to be used, but it needs to be present. Put out all leftover ingredients, sauces, etc, that can be used in addition to the “basket” ingredients. Each group must make 3 identical plates. Have students judge each other on creativity and presentation.	<ul style="list-style-type: none"> - Bellringer: Draw a grain kernel and label the bran, germ, and endosperm. Be sure to give a brief description of each part. (10 minutes) - Dairy Study Guide (remaining time) Cut into strips and have group members answer questions. Group members have to check other group members responses by initialing.
Student Assignment <i>In-class or homework</i>	grains stations	smoothie lab, smoothie lab exit slip	dairy vocab, dairy tasting, dairy crossword	chopped competition lab	bellringer, dairy sg
Student Assessment <i>entry for grade book</i>	grains stations	smoothie lab, smoothie lab exit slip	dairy vocab, dairy tasting, dairy crossword	chopped competition lab	bellringer, dairy sg

Week 19

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic of Lesson <i>FACS Content</i>	final review	final review	final review	final	No School - Teacher Workday
FACS Academic Standards					
Learning Goals	- Wrap up semester - Prepare kitchens for break	- Wrap up semester - Prepare kitchens for break	- Wrap up semester	- Wrap up semester	
Learning Experiences	- Deep clean kitchens, work on final exam study guide	- Deep clean kitchens, work on final exam study guide	- Go-over final exam study guide	- Study for final (20 minutes) - Final Exam (remaining time)	
Student Assignment <i>In-class or homework</i>	final exam study guide	final exam study guide	final exam study guide	final exam study guide, final	
Student Assessment <i>entry for grade book</i>				final exam study guide, final	