



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## CULINARY ARTS

**PATHWAY:** Culinary Arts

**COURSE:** Culinary Arts I (CAI)

**UNIT:** 10.2 Nutrition - Trends and Applications



## INTRODUCTION

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**Annotation:**

Students will discover the relationship between nutrition, calories and serving size.

**Grade(s):**

<input type="checkbox"/>	9 <sup>th</sup>
<input checked="" type="checkbox"/>	10 <sup>th</sup>
<input checked="" type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:**

5 90-minute class periods

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CA-CAI-8: Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet, covering the six major classes of nutrients in developing a personalized healthy diet plan.

- d. Identify and demonstrate appropriate serving sizes and portion control as related to dietary needs as compared to current industry trends.
- e. Examine current trends and issues in food and nutrition, fad diets and proper weight loss techniques. Discuss how they fit in healthy menu options.

**GPS Academic Standards:**

*MC4P1. Students will make connections among mathematical ideas and to other disciplines.*

*SCSh8. Students will understand important features of the process of scientific inquiry.*

**National / Local Standards / Industry / ISTE:**

**NFCS-9.3.2.** Appraise and interpret nutritional data.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

- Food labels must be read closely and accurately to identify the correct quantity for the caloric intake and nutritional value.
- Current trends in food consumption do not always follow nutritional data.

**Essential Questions:**

- How does serving size have an impact on the nutrients provided by a specific food item?
- Explain how one would evaluate a weight loss plan that has become a best seller in stores.
- How does one decide whether the plan is based on fact or fiction?

**Knowledge from this Unit:**

- Students will examine current trends and issues in food and nutrition.
- Students will examine fad diets and proper weight loss techniques.
- Students will examine and discuss how fad diets and weight loss techniques fit in healthy menu options.

### Skills from this Unit:

- Students will identify and demonstrate appropriate serving sizes.
- Students will identify and demonstrate portion control as related to dietary needs.
- Students will identify portion control as compared to current industry trends.

## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☒ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☒ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☒ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

### Assessment(s) Title:

Nutrition Trends and Applications Rubric

**Assessment(s) Description/Directions:**

Assessment of project on current nutrition trends using rubric for project and student's ability to answer questions with significant facts.

**Attachments for Assessment(s):** Please list.

Nutrition Trends and Applications Rubric



## LEARNING EXPERIENCES

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**Sequence of Instruction****1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

**CA-CAI-8:** Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet, covering the six major classes of nutrients in developing a personalized healthy diet plan.

**d.** Identify and demonstrate appropriate serving sizes and portion control as related to dietary needs as compared to current industry trends.

**e.** Examine current trends and issues in food and nutrition, fad diets and proper weight loss techniques. Discuss how they fit in healthy menu options.

**2. Review Essential Questions.**

- How does serving size have an impact on the nutrients provided by a specific food item?
- Explain how one would evaluate a weight loss plan that has become a best seller in stores.
- How does one decide whether the plan is based on fact or fiction?

**3. Identify and review the unit vocabulary.**

**Diet-** The normal food and drink consumption of a person or animal.

**Serving Size –** The portion of food used as reference on the nutrition label of that food.

**Nutrition -** chemical elements and compounds found in the environment that plants and animals need to grow and survive.

#### 4. Assessment Activity.

1. Using a collection of food items, have students measure specific serving sizes – 3 ounces of meat, 100 calorie servings of snack foods, ½ cup serving of cereal and fruits, 1 ounce of cheese, etc. Utilize food serving utensils available in the commercial kitchen to provide measured servings – ladles, dishers, scoops, scales, etc. Have students write down what they think after measuring specific foods including a common item that might be similar in size and shape to the correct size serving or calorie count.
2. Instructor will use a clip of a news broadcast or talk show when a “new” weight loss program has been discussed. Students will identify what they see or hear that they would consider fact or fiction and why. Summarize the need to understand how to create a personal eating plan that reflects nutritionally sound food choices while meeting caloric needs without going over.
3. Identify current trends in nutrition as found via the news, magazines, Internet, etc. Pick 6 to 8 topics that students could be concerned about. Identify potential locations of information about each topic. Prepare a topic sheet for each trend for distribution in class.
  - Divide students into groups of 3 to 4. Give each group a topic sheet. Give them 15 minutes to find out as much as they can about the topic.
  - Have each group create a poster or sign to either promote or discourage the use of their topic.
  - Call on students in random order to defend the position that their group took on the topic making sure that they include sound nutritional advice.

#### **Attachments for Learning Experiences:** Please list.

News clip or talk show clip about a “new” weight loss program.

Diet books: Dr. Atkins, Sugar Busters, Weight Watchers, South Beach, Dr. Phil.

Websites: WebMD, Self Magazine, Prevention Magazine, Health, M Pyramid etc.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

Nutrition today has become a critical and integral component within the Culinary Arts and the need for a full comprehensive understanding is vital. The use of My Pyramid allows students to use interactive internet material to evaluate their own needs.



## CULMINATING PERFORMANCE TASK

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.



## UNIT RESOURCES

**Web Resources:**

[www.mypyramid.gov](http://www.mypyramid.gov)

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

**Materials & Equipment:**

- Projector with power point display
- MyPyramid poster
- Computer access to Internet,
- Various diet books

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		