



CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Introduction to Culinary Arts

UNIT: 10.1 Nutrition



INTRODUCTION

Annotation:

Students will be able to identify some of the reasons for the current obesity epidemic in the U.S and the current trends in nutrition to attempt to change that pattern. Students will be able to read a food label to determine the nutrition value of packaged food.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

15 Hours

Author:

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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

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

CA-ICA-9 Student will examine an introduction to nutrition including the six classes of nutrients, proteins, and carbohydrates: simple , complex, fats, vitamins, minerals and water.

- a. Discuss and develop knowledge of the importance of My Pyramid and examine how y Pyramid can be misleading and complex due to cultural constraints, eating disorders, and food allergies.
- b. Examine the six major food groups, nutrient contributions of vitamins, minerals, and nutrient variability within a group and daily recommended intake.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

NFCS-9.3.2. Appraise and interpret nutritional data.



UNDERSTANDINGS & GOALS

Enduring Understandings:

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

Essential Questions:

- Why did the U.S. government decide that food labels were required on food items sold in the United States?
- Why is the information significant when determining a healthy diet plan?
- How can you tell if a product with a food label is healthy?

Knowledge from this Unit:

- The student will understand the importance of a food label.
- The student will understand nutritional needs of the human body.
- The student will understand the importance of a healthy diet.

Skills from this Unit:

- The student will know how to develop a balanced, healthy diet.
- The student will know how to accurately read and comprehend food labels.
- The student will know how to accurately proportion serving sizes.



ASSESSMENT(S)

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:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CA-ICA-9 Student will examine an introduction to nutrition including the six classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals and water.

2. Review Essential Questions.

- Why did the U.S. government decide that food labels were required on food items sold in the United States?
- Why is the information significant when determining a healthy diet plan?
- How can you tell if a product with a food label is healthy?

3. Identify and review the unit vocabulary.

- Serving size
- Nutrition
- Healthy
- Calories
- Portion control
- Recommended serving size
- Balanced diet

4. Assessment Activity.

Instructor will use a picture or poster of a food label (Good Internet sources especially the USDA) to ask students what information the label includes and how to determine the nutritional value and serving size of the contents.

1. Define a serving size, portion control, recommended serving size and balanced diet while maintaining a correct nutritional intake.

* Using food labels obtained from a variety of food products, have students evaluate information made available about the contents. Point out the actual serving size vs. the size of

the actual package – i.e. “single serve” potato chip bags that contain 2 to 4 servings. Have students calculate the actual number of calories in the container based on the label.

* Using food models or food pictures*, to discuss serving sizes and putting together a balanced diet. Have students put together samples to show a meal representative of nutritional needs and proper servings.

2. Examine current trends and issues in food and nutrition, fad diets, proper weight loss techniques and how these fit into healthy menu options.

* View selected segments of “Supersize Me” to identify issues related to fast food, serving sizes, impact on health, and how to be a better consumer in the marketplace. Use study guide to direct discussion and notes.

Attachments for Learning Experiences: Please list.

30 question Test using multiple choice/matching options

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



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Review of Nutrition Lessons:

Test: 30 multiple choice/matching questions

Culminating Unit Performance Task Description/Directions/Differentiated

Summarize the rationale behind the understanding and practicing good and healthy Nutrition in the profession of Culinary Arts and how important it is in instilling this quality into daily application

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

- Food Models available from www.enasco.com
- Food pictures available from the National Dairy Council at www.nutritionexplorations.org under Junior/Senior High Materials Catalog.
- Activities are available online.
- Food Labels information available at www.cfsan.fed.gov – How to Understand and Use the Nutrition Facts Label as well as other sites based off of this information.
- “Super Size Me” is available as an educational video as well as through various Internet sources such as <http://freedocumentaries.org>

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

Materials & Equipment:

- Projector with power point display
- Hand outs
- Collected food labels

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input checked="" type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input checked="" type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker