



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT 8: Food, Nutrition and Wellness



INTRODUCTION

Annotation:

This unit introduces basic concepts of food science, food technology, and aspects of nutrition as it relates to health and wellness for the informed consumer.

Grade(s):

<input type="checkbox"/>	6 th
<input checked="" type="checkbox"/>	7 th
<input type="checkbox"/>	8 th

Time:

Four to Five 50 minute class periods

Author:

Kathy Gingras, Ed.S.

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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

FACS7-FNW1- Students will apply principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness to support informed decision-making that promotes good health.

- a) Investigate the dietary guidelines and www.mypyramid.gov.
- b) Apply essential concepts related to nutrients and dietary requirements to personal nutritional habits.
- c) Evaluate factors that affect food quality and nutrient retention.
- d) Demonstrate safety and sanitation practices.
- e) Identify and demonstrate acceptable behaviors for table service and etiquette.
- f) Distinguish between the correct use of liquid and dry measuring utensils

GPS Academic Standards:

S7CS4 – Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

M7P4 – Students will make connections among mathematical ideas and to other disciplines.

M7D1 –Students will pose questions, collect data, represent and analyze the data, and interpret results.

UNDERSTANDING & GOALS

Enduring Understandings:

- Proper work habits in food preparation are necessary to health, safety, and sanitation.
- Eating nutritious foods can help you look and feel your best.
- Informed selection of a variety of foods provides a basis for lifelong healthy choices.
- Successful product outcomes depend on accurate interpretation of recipes.

Essential Questions:

- Why is it important to learn about dietary guidelines and the Food Guide Pyramid?
- What are the major nutrients our body needs?
- How does proper nutrition relate to a healthier lifestyle?
- What are some general rules for etiquette?
- Why is it important for you to know and practice good manners?
- What is the general rule for placing and using silverware?
- What are some safety and sanitation rules in the kitchen?
- What are ways to measure ingredients accurately?

Knowledge from this Unit:

Students will:

- Explain the importance of eating a variety of foods in moderation.
- Discuss the role of nutrients in maintaining a healthy lifestyle.
- Identify and practice good etiquette rules.
- Identify and practice correct table setting for informal and formal table settings.
- Practice safety and sanitation procedures in the kitchen.
- Describe the function of the six major nutrients in the human body.
- Discuss and demonstrate acceptable table manners used in social situations.
- Determine general rules for proper etiquette.
- Discuss and demonstrate correct table setting.

Skills from this Unit:

Students will:

- Adjust eating habits to live a healthy lifestyle.
- Measure correctly.
- Suggest food choices that are a good source of each nutrient.
- Demonstrate how to organize and work cooperatively in the foods lab.
- Practice safety procedures in the kitchen lab.
- Demonstrate how to measure liquid and dry ingredients.

ASSESSMENTS

Assessment Method Type:

- ☐ 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):



Sequence of Instruction

• INTRODUCTION

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

FACS7-FNW1- Students will apply principles of food science, food technology, and nutrition and their relationships to growth, development, health, and wellness to support informed decision-making that promotes good health.

- a) Investigate the dietary guidelines and www.mypyramid.gov.
- b) Apply essential concepts related to nutrients and dietary requirements to personal nutritional habits.
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- f) Distinguish between the correct use of liquid and dry measuring

2. Review Essential Questions

- Why is it important to learn about dietary guidelines and the Food Guide Pyramid?
- What are the major nutrients our body needs?
- How does proper nutrition relate to a healthier lifestyle?
- What are some general rules for etiquette?
- Why is it important for you to know and practice good manners?
- What is the general rule for placing and using silverware?
- What are some safety and sanitation rules in the kitchen?
- What are ways to measure ingredients accurately?

3. Identify and review the unit vocabulary

anemia	goiter	osteoporosis
calcium	iodine	phosphorus
calories	iron	protein
carbohydrates	minerals	rickets
fats	moderation	soluble
gender	obesity	variety
etiquette	Place setting	safety
sanitation	teamwork	time management

4. Interest approach – Mental set

Survey the class to see if they know the different nutrients needed for the human body.

• LESSON 1: UNIT LEARNING PLAN

Suggested Instructional Strategies and Activities

1. Introduce Unit, GA FACS Standards, and Unit Vocabulary.
2. In cooperative learning groups, have students construct a K-W-L chart using large sheets of newsprint and markers. Have each group share what they know about food, nutrition, and wellness. After all groups have shared, then have groups share what they want to know regarding this topic. Ask the students to compare their chart to the others. What topics are mentioned more than once?
3. Introduce the Food Guide Pyramid and identify the categories, what nutrients belong in which categories, and how many servings per day are recommended. Ask "Why should you be aware of nutrients and their functions? What can happen if you receive insufficient nutrients? Where can you get information about nutrients and their functions?"
4. As an individual class activity or as homework, have each student complete Eating Healthy Using the World Wide Web My Pyramid.Gov – Use the attachment **My Pyramid Study Guide**.
5. Students will research one bacterial pathogen and create a "Wanted Poster." Students will follow the instructions on the handout; use attachment **Wanted Poster for a Pathogen Research**. Students will present their "Bacterial Pathogen Wanted Poster" to the class.
6. Use the PowerPoint attachment **Hitting for Home Plate** to present healthy eating concepts to students. Use the "home-plate" PowerPoint game to reinforce the concepts.
7. Daily Math Warm-up/Bellringers – math problems related to the Food Guide Pyramid. Use PowerPoint attachment **Math Warm-ups**. Give each student several sheets of 8 ½ x 11" paper to stack together, fold in half and staple together. Students can decorate the top sheet with words describing the unit. Each half sheet of paper is used to show the math work as well as correct solution.
8. Students will view multimedia (DVD or video) to view examples proper table manners and etiquette. Students will form small groups to develop a skit demonstrating positive and negative table manners to the class. The class will then discuss the skits to review proper table manners.
9. After a teacher demonstration or review of proper informal and formal table settings, the students will form small groups to practice correct table setting based on the occasion and foods to be served.
10. Have students play the Food Detectives Fight Bac game. Upon completion, have each student print out their certificate. <http://www.fooddetectives.com/mainmenu.html>
11. Have students form cooperative groups. On a tray for each group, place several dry measuring cups and a liquid measuring cup, a container of flour, a container of brown sugar, a container of uncooked oats, a small container of vegetable oil, small container of salt, and a small pitcher of water that has had several drops of blue food coloring added. Add a butter knife and several flatware spoons to the tray. First demonstrate how to correctly measure each ingredient with students taking notes. Then each student in the cooperative groups is to measure out each different ingredient. The students in the groups can check each member for correct measuring techniques.
12. Incorporating Mathematics: Have students complete the worksheet **Meal Combinations**. This activity uses the concept of a three-course meal in a restaurant and tree diagrams. It may be necessary for the teacher to review tree diagrams prior to the activity.

• ATTACHMENTS FOR LESSON PLANS

Eating Healthy Using the World Wide Web My Pyramid.Gov
Bacterial Pathogen Wanted Poster
Home-Plate PowerPoint with Game
Daily Math Warmup/Bellringers
Meal Combinations

• NOTES & REFLECTION:

Suggested Instructional Strategies and activities accompany this unit plan instead of sequencing the instruction on a daily basis.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

- Food Safety Songs: <http://foodsafety.ucdavis.edu/>
- United States Department of Agriculture: <http://www.mypyramid.gov/index.html>
- Described and Captioned Media Program: <http://www.dcmp.org/>
 - Teenage Nutrition: Prevention of Obesity with Lesson Plan
 - Tablescapes: Setting The Table with Lesson Plan
 - Dirty Little Secrets with Lesson Plan
 - Safe and Sanitary Dishwashing with Lesson Plan
- The Partnership for Food Safety Education, Education Outreach: [Grades 4-8](#)
Your game plan for food safety - experiments, games and activities to teach children in grades 4-8 to FightBAC! <http://www.fightbac.org/content/view/39/3/>
- <http://www.fooddetectives.com/mainmenu.html>

Materials & Equipment:

- Projector with screen
- DVD player
- Cd player
- Computers with Internet Access and Microsoft PowerPoint
- Standardized dry measuring cups
- Liquid measuring cups
- Butter knives and flatware spoons, clear plastic pitchers
- Food Trays
- Flour, brown sugar, uncooked oats, vegetable oil, salt, blue food coloring, water

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 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 type="checkbox"/>	Website		