

Nutrition and Culinary Exploration II



Month Example Sept/Jan	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
September or January	Kitchen Fundamentals Recap	14.4.1 Determine conditions and practices that promote safe food handling. 14.4.2 Appraise safety and sanitation practices. 14.4.5 Monitor foodborne illness as a health issue for individuals and families.	H6.1 Demonstrate how to maintain a safe and healthful environment. C1.4 Demonstrate effective use and care of kitchen equipment, appliances and technology to organize and maintain a safe, sanitary, and efficient kitchen.	4 Steps to Food Safety (clean, chill, cook, separate); Food Borne Illnesses, Kitchen Safety/Handling Kitchen Emergencies; Proper Dish Washing; Equipment Identification and Use; Basic recipe terms review, Nutrient Basics, Proper Hand Washing	Small group presentations which re-teach the essential skills from Foods I, written assessment following presentations.	Salmonella, Ecoli, staphylococcus, Danger Zone, Rubber Scraper, Spatula, measuring utensils, recipe terms, sanitation, cross-contamination, perishable
September or January	Food Decisions and Lifespan Nutrition	14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. 14.3 Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.	H7.3 Recognize individual responsibility and the needs of family to manage and adapt to change. H2.3 Demonstrate skills necessary in the physical, social, and emotional care and nurturing of family members. H2.5 Compare the nutritional needs of the family throughout the family life cycle.	Students will be able to describe health and development concerns that affect the nutritional needs of people in different stages of the life cycle. Students will list meal-planning tips to meet the nutritional needs of people in different stages of the life cycle.	Wheel project-- nutrition across the life span; written test, group presentation given a specific age range. Lab performance related to topic.	diet, food allergy, food intolerance, growth spurt, vegetarian diet, medical diet, diabetes mellitus, food-drug interaction, trimester, lactation



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October or February	The Management of Food	14.1.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutritional practices. 14.1.5 Examine legislation and regulations related to nutrition and wellness issues. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	H6.3 Practice individual responsibilities for health as it relates to social, emotional, and physical well-being. H6.6 Apply MyPlate.gov in food decision-making. H6.7 Analyze food labeling. H6.5 Assess the effect of non-nutritional food choices on individual wellness.	Students will plan and prepare nutritious menus using meal patterns based on MyPlate.gov. Students will prepare a family food budget. Students will plan menus with an appealing variety of flavors, colors, textures, shapes, sizes, and temperatures. Students will describe resources a meal manager can use as alternatives to time and energy.	Pre-lab preparation; lab evaluation; post-lab evaluation and critique. Written test	appearance, texture, shape, flavor, nutritional value, menu, course, convenience food, budget, income



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October or February	The Preparation of Food	14.4.1 Determine conditions and practices that promote safe food handling. 14.4.4 Appraise federal, state, and local inspection and labeling systems that protect the health of individuals and the public. 14.4.5 Monitor foodborne illness as a health issue for individuals and families. 14.5.2 Assess how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness. 14.5.3 Determine the impact of technological advances on selection, preparation, and home storage of food. 14.5.4 Assess the effects of food science and technology on meeting nutritional needs.	H3.2 Analyze impact of healthful behavior on life goals. H4.3 Practice decision-making skills. H6.5 Assess the effect of non-nutritional food choices on individual wellness. H6.7 Analyze food labeling. H8.4 Practice conservation, recycling, maintenance, and environmental improvement.	Students will learn how foods are graded, selected, stored, cooked and served. Students will demonstrate the scientific principles as they relate to cooking the various foods in each food group. Students will be able to plan meals that meet the four goals of Meal Planning: Provide good nutrition to meet the needs of each family member; Use planned spending to make meals fit into the family food budget; Prepare satisfying meals that look and taste appealing; Control the use of time and energy involved in meal preparation.	Small group presentations; written test; lab performance vocabulary: immature fruit, enzymatic browning, chlorophyll, carotene, anthocyanin, endosperm, whole grain	Wholesale cut, retail cut, marbling, elastin, collagen, coagulation, braising, poultry, giblet, trussing, finfish, shellfish, lean fish, fat fish, fish steak, candling, meringue, beading, custard, pasteurization, homogenized, fortified, curd, whey, scum, scorching, curdling, underripe,



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December or April	Preserving Foods	14.4 Evaluate factors that affect food safety, from production to consumption. 14.4.5 Monitor foodborne illness as a health issue for individuals and families. 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.	H3.2 Analyze impact of healthful behavior on life goals. H4.3 Practice decision-making skills. H4.8 Employ responsibility in the practice of personal, family, work, and community decision-making responsibilities. H6.5 Assess the effect of non-nutritional food choices on individual wellness. H6.7 Analyze food labeling. H8.4 Practice conservation, recycling, maintenance, and environmental improvement.	Students will be able to generalize about factors that cause food spoilage. Students will describe techniques for home canning and making jellied products. Students will explain procedures for freezing and drying foods. Students will identify methods of commercial food preservation.	Unit test; lab performance.	mold, yeast, enzyme, canning, raw pack, hot pack, headspace, processing time, botulism, pectin, quick-freezing, freezer burn, ascorbic acid, sulfuring, freeze-drying, aseptic packaging, retort packaging, irradiation, shelf life

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January or May	International Cuisine	14.1.4 Investigate the impact of global and local events and conditions on food choices and practices. 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span 14.4.3 Determine how changes in national and international food production and distribution systems impact the food supply.	H7.0 Examine demographic changes and their impact on society and the family. H9.3 Predict impact of changes	Students will identify geographic and climatic factors that have influenced the characteristic foods of several foreign countries. Students will describe cultural factors that have affected various food customs around the world. Students will prepare various international cuisines.	Unit test; geography assessment, brochure project, lab performance.	plantain, comida, manioc, cassava, cockles, haggis, provincial cuisine, nouvelle cuisine, kartoffelpuffer, spatzle, smorrebrod, risott ominestrone, phyllo, Halal, mazza, kibbutzim, kosher, injera