

**WEST JEFFERSON HILLS SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE**

FOODS AND NUTRITION – GRADES 10 – 11 - 12

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
11.3.12. Food Science and Nutrition <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
A. Analyze how food engineering and technology trends will influence the food supply.	Discuss the purpose of additives. Discuss food safety and microbe control. Students will discuss the basis of food chemistry. Discuss the food irradiation process Discuss food preservations techniques and their impact on nutrition.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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Understand how knowledge and skills related to nutrition and food affect the well-being of individuals, families, and society N.S. 12.11.1,2,3,4,5	Describe the effects of scientific advances on meeting nutritional needs. Discuss the effects of technical advances on meeting nutritional needs. Describe the effects of scientific and technical advances on food selection, preparation, and home storage of food. Describe the effects of scientific and technical advances on the nutrient content, availability, and safety of foods.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).	<p>Explore and discuss the effects of scientific and technical advances on food processing, storage, productivity development, and distribution</p> <p>Examine historical legislation and the creation of different government agencies needed to protect the safety of our foods.</p> <p>Discuss the Harvard School of Public Health and its ongoing research in nutrition and wellness issues.</p> <p>Explain how each agency works and is governed.</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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C. Evaluate sources of food and nutrition information.	Describe the laws requiring food labels. Discuss the contents of food labels. Discuss the Harvard School of Public Health and its ongoing research in nutrition and wellness issues Investigate the impact of global and local events and conditions on food choices and practices	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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D. Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).	<p>Students will list needs and health concerns related to nutrition throughout the life cycle.</p> <p>Identify nutritional needs concerned with weight management.</p> <p>Discuss specific health concerns and risk factors for: anemia, colon and rectal cancer and osteoporosis, diabetes, and coronary heart disease.</p> <p>Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.	Discuss food planning strategies that meet the wellness and nutrition needs to maintain good health. Identify basic nutritional needs: recommendations from the food pyramid, recommended dietary guidelines, importance of exercise throughout the life cycle, how proper nutrition helps the body to resist disease, helps recuperation, and supplies energy, the importance of fiber in the diet.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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	<p>Students will apply the dietary guidelines and food guide pyramid.</p> <p>Identify carbohydrates, their sources, and functions in the body.</p> <p>Students will identify the sources and functions of proteins and fats and apply appropriate food preparation techniques.</p> <p>Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques.</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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F. Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.	Identify the functions of water in the body. Students will analyze their own diets, using the technology tools available and will suggest ways to improve their health and well being. Demonstrate knowledge of servings, serving size, and food sources related to the food guide pyramid.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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	<p>Critique the selection of foods to promote a healthy lifestyle.</p> <p>Students will: Describe and apply how to keep a safe and sanitary work space when preparing food.</p> <p>Demonstrate sanitary and time efficient procedures when preparing food.</p> <p>Apply food selection and preparation guidelines related to quick breads, yeast breads, eggs, fruits, vegetables, dairy products and meats.</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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G. Analyze the relevance of scientific principles to food processing, preparation and packaging.	Identify and apply appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques. Demonstrate sanitary cleaning procedures to avoid cross contamination and food borne illnesses. Students will describe the chemistry behind the various leavening agents.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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	Explain the basic principles behind microwave cooking, pressure-cooking, convection cooking, etc. Explain and demonstrate the safe and correct procedures for storing foods to prevent spoilage and/or food borne illness.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships