

<p><b>Unit Title:</b> Kitchen Basics  <b>Class:</b> Nutrition and Wellness  <b>Grade:</b> 10<sup>th</sup>-12<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  Duration: 4-5 weeks</p>
<p><b>Summary of unit:</b>  Students will be able to understand basic kitchen safety and sanitation, how to read a recipe, cooking and baking terms, and practice these skills in the kitchen.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>NW 3: Evaluate factors that affect food safety.</p> <p>NW 3.1: Apply practices to promote safe food handling</p> <p>NW 3.2 Describe food borne illness that cause health issues.</p>	<p><b>Essential Questions:</b></p> <p>What is Nutrition and Wellness?  What is a food borne illness?  What are safe food practices in the kitchen?  How do you properly handle a knife in the kitchen?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>food borne illnesses, food temperature danger zone, recipe, broiling, grilling, roasting, baking, griddling, sautéing, stir-fry, heat transfer, conduction, convection, simmering, blanching, stewing, braising, core, grate, beat, fold, cream, knead, cut in,</p>	<p><b>Students will understand:</b></p> <p>Proper food safe handling practices</p> <p>What the temperature danger zone is</p> <p>Terms associated with cooking and baking</p> <p>How to properly read a recipe</p> <p>How to properly handle a knife in the kitchen</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-introduction questions  -pre-assessment quiz</p>

	<b>Unit Post-Assessment:</b> -unit test
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities: (How is the content taught?) procedures/topics</b> -reading and note taking -class activities -quizzes and tests -practice skills in the kitchens with hands-on learning	
<b>Lesson Descriptions</b>	
Lesson 1: Food Borne Illnesses Lesson 2: Reading and Comprehending Recipes Lesson 3: Kitchen Safety Lesson 4: Kitchen Basics	

<b>Unit Title:</b> Essential Nutrients <b>Class:</b> Nutrition and Wellness <b>Grade:</b> 10 <sup>th</sup> -12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 4-5 weeks
<b>Summary of unit:</b>  This unit is all about the 6 essential nutrients, and how to use those nutrients to create meal plans that are nutritious. The six essential nutrients are carbohydrates, proteins, lipids (fats), water, vitamins, and minerals.	
<b>Stage 1- Desired Results</b>	
<b>Standards:</b>  NW 1 Evaluate factors that influence nutrition  NW 2 Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan	<b>Essential Questions:</b>  What are the six essential nutrients?  Why is learning about the essential nutrients important?  What is the difference between complex and simple carbs?

<p>NW 2.2 Apply current dietary guidelines to meet nutrition and wellness needs.</p> <p>NW 3.1 Apply practices to promote safe food handling.</p> <p>NW 4.1 Plan and prepare a meal incorporating nutritional guidelines.</p> <p>NW 4.3 Use kitchen tools and equipment in a proper and safe manner.</p>	<p>What are types of lipids/fats?</p> <p>What are the macronutrients? Micronutrients? What does that mean?</p> <p>How do you properly handle meats when cooking?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Essential Nutrients, carbohydrates, proteins, lipids, vitamins, water, minerals, cross contamination, safe-food handling, guidelines.</p>	<p><b>Students will understand:</b></p> <p>What the 6 essential nutrients are</p> <p>How to incorporate these 6 essential nutrients into your diet</p> <p>How to safely handle food when cooking</p>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-introduction questions -pre-assessment quiz</p> <p><b>Unit Post-Assessment:</b></p> <p>-unit test</p>
<p><b>Stage 3- Learning Plan</b></p>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking -class activities -quizzes and tests</p>	

-practice skills in the kitchens with hands-on learning

### Lesson Descriptions

- Lesson 1:** Carbs
- Lesson 2:** Proteins
- Lesson 3:** Lipids
- Lesson 4:** Vitamins
- Lesson 5:** Minerals
- Lesson 6:** Water

**Unit Title:** Food Preparation  
**Class:** Nutrition and Wellness  
**Grade:** 10<sup>th</sup>-12<sup>th</sup> graders

**Teacher:** Ms. Fuerst  
Duration: 8-9 weeks

#### Summary of unit:

In this unit, students learn the nutritional value, selection, storage and preparation of fruits, vegetables, grain products, legumes, nuts and seeds, dairy foods, eggs, meats, poultry, fish and shellfish, and beverages.

#### Stage 1- Desired Results

##### Standards:

NW 4: Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the life span.

NW 4.1 Plan and prepare a meal incorporating nutritional guidelines.

NW 4.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

##### Essential Questions:

What are the different types of fruits?

What are the different types of vegetables?

How is food made from grains?

What is the nutritional benefit of legumes?

What is the nutritional value of dairy foods?

What are the three parts of an egg?

<p>NW 4.3 Use kitchen tools and equipment in a proper and safe manner.</p>	<p>What are the parts of meat?</p> <p>What are the common forms of poultry?</p> <p>What is the nutritional value of fish and shellfish?</p> <p>What are beverages made with juice?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Fruit, drupe, pome, ripe, regreening, enzymatic browning, enzyme, tuber, salad greens, cooking greens, grains, kernels, bran, endosperm, germ, hull, whole grain, wheat, rice, al dente, legume, tofu, dry legume, pasteurized, raw milk, yogurt, curds, whey, curdling, albumen, yolk, chalzae, collagen, elastin,</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>- Nutritional benefits of fruits</li> <li>- 6 major types of fruits</li> <li>- How to store fresh fruits</li> <li>- The 8 types of vegetables</li> <li>- How to prepare vegetables</li> <li>- How food is made from grains</li> <li>- Describe 6 grains used around the world</li> <li>- Nutritional benefits of legumes</li> <li>- Different foods that come from milk</li> <li>- Parts of an egg</li> <li>- How to safely store eggs</li> <li>- Nutritional value of meat</li> <li>- Most common grades of beef</li> <li>- Four main types of poultry</li> <li>- Categories of fish and shellfish</li> <li>- Beverages made with juice</li> </ul>
<p><b>Stage 2- Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>-introduction questions -pre-assessment quiz</p> <p><b>Unit Post-Assessment:</b></p> <p>-unit test; unit food labs</p>

### Stage 3- Learning Plan

#### Learning Activities: (How is the content taught?) procedures/topics

- reading and note taking
- class activities
- food labs
- quizzes and tests
- practice skills in the kitchens with hands-on learning

#### Lesson Descriptions

**Lesson 1:** Fruits

**Lesson 2:** Vegetables

**Lesson 3:** Grain Products

**Lesson 4:** Legumes, Nuts, and Seeds

**Lesson 5:** Dairy

**Lesson 6:** Eggs

**Lesson 7:** Meat

**Lesson 8:** Poultry

**Lesson 9:** Fish and Shellfish

**Lesson 10:** Beverages