



CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts I (CAI)

UNIT: 10.1 Nutrition – Food Groups



INTRODUCTION

Annotation:

Students will study the food groups and how they come together to form a healthy diet using the recommended daily totals from Mypyramid.gov.

Grade(s):

<input type="checkbox"/>	9 th
<input checked="" type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

5 90-minute class periods

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-CAI-8. Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet, covering the six major classes of nutrients in developing a personalized healthy diet plan.

- a. Identify and develop a personalized healthy diet based upon My Pyramid and examine the impacts on cultural constraints, eating disorders and food allergies.
- b. Identify food groups, nutrient contributions of vitamins and minerals, nutrient variability within a group and daily recommended intake.
- c. Analyze and develop a daily and weekly personal menu that reflects the RDI values including the six major nutrients and calorific daily intakes.

GPS Academic Standards:

MC4P1. Students will make connections among mathematical ideas and to other disciplines.
SCSh8. Students will understand important features of the process of scientific inquiry.

National / Local Standards / Industry / ISTE:

NFCS-9.3.2. Appraise and interpret nutritional data.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance and concept of healthy eating to become a healthy consumer.

Essential Questions:

- How can My Pyramid be used to put together a personalized diet based on sound nutrition information?
- Why might someone with a food allergy or food limitations have a difficult time utilizing the recommendations available through My Pyramid?
- Why is it important to analyze and comprehend the nutritional values of food products?

Knowledge from this Unit: Factual information.

- Students will understand the importance of developing and following a balanced diet.
- Students will examine the impacts on cultural constraints, eating disorders and food allergies.

- Students will understand and evaluate nutritional labels of various food products.

Skills from this Unit: Performance.

- Students will identify and develop a personalized healthy diet based upon My Pyramid
- Students will identify food groups, nutrient contributions of vitamins and minerals, nutrient variability within a group and daily recommended intake.
- Students will analyze and develop a daily and weekly personal menu that reflects the RDI values including the six major nutrients and calorific daily intakes.



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:

Menu planning sheet

Assessment(s) Description/Directions:

Students will prepare a balanced and nutritionally healthy menu for a consumer.

Attachments for Assessment(s): Please list.

LEARNING EXPERIENCES

Sequence of Instruction**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

CA-CAI-8. Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet, covering the six major classes of nutrients in developing a personalized healthy diet plan.

- a. Identify and develop a personalized healthy diet based upon My Pyramid and examine the impacts on cultural constraints, eating disorders and food allergies.
- b. Identify food groups, nutrient contributions of vitamins and minerals, nutrient variability within a group and daily recommended intake.
- c. Analyze and develop a daily and weekly personal menu that reflects the RDI values including the six major nutrients and calorific daily intakes.

2. Review Essential Questions.

- How can My Pyramid be used to put together a personalized diet based on sound nutrition information?
- Why might someone with a food allergy or food limitations have a difficult time utilizing the recommendations available through My Pyramid?
- Why is it important to analyze and comprehend the nutritional values of food products?

3. Identify and review the unit vocabulary.

- RDI- Required Daily Intake
- Vitamin - An organic compound required as a nutrient by an organism.

- Mineral - A chemical elements that are required by a living organism.
- Nutrient groups - The main nutrient groups are proteins, carbohydrates, fat, vitamins, minerals, and water.
- Calories – A unit of energy-producing potential equal to this amount of heat that is contained in food and released upon oxidation by the body.
- Nutrition - The process of nourishing or being nourished, especially the process by which a living organism assimilates food and uses it for growth and for replacement of tissues.

4. Assessment Activity.

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

1. Divide class into groups identified as “Food Allergies”, “Eating Disorders”, and “Cultural/Religious Restraints”. Have each group identify specific characteristics of their identity and then come up with a list of issues related to how they would have difficulty using the pyramid.
 - Plan a day’s menu using the Menu Planner on My Pyramid keeping in mind the issues that have been identified
 - Present the menu to their classmates using a visual aid (power point, white board, signs)
 - Ask for class input as to whether the issues have been handled appropriately while maintaining a nutritionally sound menu.

2. Review the 6 nutrient groups and how vitamins and mineral play a significant role in the body’s ability to use calories as energy for the body

3. Develop a personal menu for one week including 3 meals and 1 to 2 snacks per day using RDI information as well as nutritional requirements and specific calorie intakes.
 - Put students in groups of 2 matching students who have similar caloric needs based on My Pyramid recommendations. Complete a menu planning sheet for

one full week striving to include all food groups, proper serving sizes, and maintaining calorie intakes as indicated.

- Use the Meal Tracker link on My Pyramid to check calories and food groups.

Attachments for Learning Experiences: Please list.

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

Instructor will use a picture or poster of My Pyramid to review what essential pieces of information are included on the website for individual use. Summarize the need to understand how to create a personal eating plan that reflects nutritionally sound food choices while meeting caloric needs without going over.



CULMINATING PERFORMANCE TASK

(Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

www.mypyramid.gov

www.learningzonexpress.com

Attachment(s):

MyPyramid poster, computer access to Internet – www.mypyramid.gov

Posters, power points, and DVDs available from Learning Zone Express at

www.learningzonexpress.com

Materials & Equipment:

- Projector with power point display
- MyPyramid poster
- Posters
- Power points
- DVDs

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 checked="" type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input checked="" 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 checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		Maker