





# Nutrition and Culinary Exploration I



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
						
Sept or Jan	Kitchen Basics and Food Safety	FCS 8.2 Demonstrate food safety and sanitation procedures. 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	H6.1 Demonstrate providing safe and healthy environments. H6.4 Share the responsibility of maintaining a safe and healthy living environment. C1.4 The students will demonstrate effective use and care of kitchen equipment, appliances and technology to organize and maintain a safe, sanitary, and efficient kitchen.	Students will understand and demonstrate knife safety, recognize food poisoning symptoms, and practice safe food and kitchen procedures. They will select proper equipment for food preparation and demonstrate proper measuring techniques. Students will be able to distinguish the difference between of types of cooking	Unit test, Safety Quiz, Knife Usage Lab, Measuring Lab,	Chef knife, French knife, Paring knife, E.Coli, Cream, Mix, Sauté, Sift, Boil, Dice, Combine, Chop, Scald, Bake, Blend, Cube, Simmer, Broil

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Oct or Feb	Making Healthy Food Choices	FCS 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 9.4 Apply basic concepts of nutrition in a variety of settings.	H4.3 Practice decision-making skills. H6.3 Practice individual responsibilities for health as it relates to social, emotional, and physical well-being. H.6.5 Assess the effect of non-nutritional food choices on individual wellness. H6.6 Apply food pyramid in food decision-making. H9.1 Demonstrate use of technology to improve individual, family, work, and community life.	Students will examine government guideline and compare their nutrient intake to the guidelines. Students will use diet analysis software to calculate their own nutritional needs. They will explore the MyPlate.gov and implement it as a guide when shopping for food, preparing food, and eating out. Students will understand how snacks fit into their diet and analyze the nutritional content of snacks.	Unit test, Diet Analysis and Food Log Project, MyPlate.gov project, Cooking lab based on the food groups	Nutrient, Nutrition, Malnutrition, MyPlate.gov, Recommended Daily Allowances, Vitamin, Mineral, Carbohydrate, Fiber, Processed Foods

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November or March	The Smart Consumer	FCS 2.0 Evaluate management practices related to the human, economic, and environmental resources. 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants. 14.1.5 Examine legislation and regulations related to nutrition and wellness issues.	H4.3 Practice decision-making skills. H4.9 Practice independent decision-making. H6.7 Analyze food labeling. H8.1 Use economic resources responsibly to meet individual family needs. H8.2 Apply skills relating to consumer rights and responsibilities to meet individual and family needs.	Students will compare and contrast types of stores. They will analyze the cost of food and unit pricing. They will compare food labels to determine which is the best choice for the consumer. Students will research and review articles pertaining to the subject matter.	Label Comparison Activity, Generic Vs. Brand Name Tasting Lab, Cost Comparison Analysis, Article Review	Comparison Shopping, Impulse Buying, House Brand, National Brand, Unit Pricing, Generic Product
Dec or April	Regional Cuisines of the United States	FCS 6.1.3 Analyze global influence on today's society 6.1.4 Analyze the role of family in teaching culture and traditions across the lifespan	H5.2 Affirm individual, social, and cultural diversity. H9.2 Identify positive and negative impacts of technology on individuals and their families. H10.3 Evaluate standards for appropriate use of community resources.	Students will examine and compare the 7 regions of the United States. They will explore the impact of geography and culture on the cuisines of each region and present their findings to the class. Students will prepare a dish that represents the cuisine of a given region.	Unit Test, United States 7 Region Map, Food Region Presentations, Regional Cooking Labs	Pennsylvania Dutch, Jambalaya, Cajun Cuisine, Potluck, Luau, Soul Food, Creole Cuisine, Gumbo