



Lesson Plans- Nutrition and Food Preparation

<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
Introduction to FACS	<p>Essential Question: What is FACS?</p> <ul style="list-style-type: none"> -Description of course objectives -Class procedures and expectations. -Team work contract -Writing assignment (students write about themselves and their experience with cooking, sewing, or childcare). -Folder designs (must give a visual representation of all areas of FACS). 	N/A	<ul style="list-style-type: none"> -Students will be evaluated by their class participation, writing assignment, and folder designs. -Resources: handouts, writing assignment paper, art supplies, folders, and writing utensils. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Student may be given an alternative FACS writing assignment if he or she has another FACS class. • Students may be permitted to work with a partner on computer (if appropriate for the situation). • Extended time on FACS assignment may be given if necessary.

<p>Measuring and Reading a Recipe</p>	<p>Essential Questions: How do you follow a recipe? What are correct measuring techniques?</p> <ul style="list-style-type: none"> -Students will record notes about abbreviations and equivalents. -Students will watch a measuring demo (recipe preparation and sample). -Students will complete a kitchen math worksheet. -Students will practice reading recipes from cookbooks (question and answer, and game). -Students will have a quiz on measuring and equivalents. 	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.9G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p>	<ul style="list-style-type: none"> -Students will be evaluated by weekly participation points, notes, kitchen math worksheet, and quiz. -Resources: cooking supplies and equipment, worksheets, cookbooks. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Students may be given additional time to complete worksheet • Modified worksheets and notes if necessary
<p>Food Safety</p>	<p>Essential Question: How do you prepare food using correct safety and sanitation procedures?</p> <ul style="list-style-type: none"> -Food safety and sanitation video and study guide -Food safety quiz -Safe, or Not? Activity -Food safety video and quiz 	<p>PA Academic Standard(s):</p> <p>11.3.9A.Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>11.3.9B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p>	<ul style="list-style-type: none"> - Students will be evaluated on their weekly class participation, video quiz, and the food Bourne illness worksheet. Resources: cooking supplies and equipment, ingredients, cookbooks, art supplies, lab sheets, handouts, and tests. Adaptations /Accommodations: <ul style="list-style-type: none"> • Modified quiz and worksheet if necessary.

	<p>-Spot the dangers activity</p> <p>-Safe, or Not: Students will read scenarios and determine if safe and sanitary cooking procedures were used.</p> <p>-Food Bourne illness reading and worksheet</p> <p>-Kitchen safety guidelines</p>	<p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>National FCS Standards:</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</p>	
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		8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.	
Recipe prep	<p>Essential Question: How do you prepare a recipe?</p> <p>-Recipe terms practice</p> <p>-Cooking jobs and procedures</p> <p>-Place setting overview (notes and practice)</p>	<p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p>	<p>-Students will be evaluated by their weekly participation and notes</p> <p>-Resources: Cooking supplies and equipment, worksheets.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete assignments. • Students may be given modified notes.
Nutrition/ Food Preparation	<p>Essential Question(s): How do you prepare nutritious meals? How can you follow the dietary guidelines?</p> <p>-Nutrition Intro- Students will examine school lunches from around the world and compare them to typical lunches from the United States.</p> <p>-Notes: Nutrients and carbohydrates (sugar, starches, fiber).</p>	<p>PA Academic Standard(s):</p> <p>A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>B. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p>	<p>-Students will be evaluated by their weekly participation, assigned cooking and clean up jobs, protein worksheet, notes, choosemyplate reseach, and food label worksheet.</p> <p>-Resources: Cooking supplies and equipment, worksheets, food labels, power point, computers.</p> <p>Adaptations /Accommodations:</p>

	<p>-Students will watch a recipe demonstration that includes simple sugars (candy)</p> <p>-Students will prepare recipes that include starches and fiber.</p> <p>-Students will practice reading a label and calculating how many teaspoons of sugar is in the food, or drink item.</p> <p>-Proteins: complete vs. incomplete, amino acids</p> <p>-Students will complete a healthy protein sources worksheet.</p> <p>-Students will prepare a protein recipe.</p> <p>-Fats: Saturated vs. unsaturated. Students will try a cooking method that reduces fat content in a recipe.</p> <p>-Notes and chart about vitamins and their functions (A B C D E K)</p> <p>-Notes and chart about minerals and their functions</p> <p>-Dietary guidelines: notes</p>	<p>C. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.</p> <p>National FCS Standard(s):</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>14.2 Evaluate the nutritional needs of individuals to health and wellness across the life span.</p> <p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness of individuals and families across the life span.</p> <p>14.4 Evaluate factors that affect food safety from production through consumption.</p>	<ul style="list-style-type: none"> • Students may be given additional time to complete assignments. • Students may be given modified worksheets and tests.
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	<p>-Portion distortion power point</p> <p>-Notes: RDA, AI, dietary supplements</p> <p>-Students will evaluate “trend” diets for safety and effectiveness.</p> <p>-My plate power point and notes</p> <p>-Students will complete research on the choosemyplate.org website and learn how to track their daily intake of food and nutrients.</p> <p>-Students may watch clips from the movie “Food Inc.”</p> <p>** Students will additionally prepare a variety of recipes in class**</p>		
Review and Exam	<p>-Students will complete a unit review</p> <p>-Students will participate in a review activity</p> <p>-Unit test</p> <p>-Kitchen clean up</p>	All listed above.	<p>-Students will be evaluated by their review and test.</p> <p>-Resources: review and test.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Modified test and review.

Sewing Unit			
<i>Unit</i>	<i>Plan of Learning</i>	<i>State/ National Objectives</i>	<i>Evaluation/ Resources/ Adaptations & Accommodations</i>
Sewing	<p>Essential Questions: What are ways to make basic clothing repairs? How can you utilize sewing techniques to prepare a garment?</p> <ul style="list-style-type: none"> -Sewing supply shopping list -Sewing safety rules -Hand stitches <ul style="list-style-type: none"> • tying a knot • back stitch • running stitch • button repair sample -Sewing machine parts safety study guide -Review sewing machine parts on the machines -Quiz on sewing machine parts -Sewing term word search -“Air” stitch activity 	<p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p>	<p>-Students will be evaluated by weekly clean up and participation points, sewing machine parts quiz, hand stitch samples, seam samples, air sew paper, and their final sewing project (rubric).</p> <p>-Resources: Sewing machines, sewing equipment, fabric swatches, handouts, clean up chart paper.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete project or extra tutoring time (during homeroom). • Assigned a sewing partner. • Students may be given additional small projects (if advanced in sewing).

	<ul style="list-style-type: none">- Threading a sewing machine practice -Student demonstration of threading a sewing machine (teacher evaluated). -Sewing clean up jobs-Sewing a seam<ul style="list-style-type: none">• 1/4 inch seam allowance• 5/8 inch seam allowance -Sewing a pivot -Pattern layout -Pinning a pattern -Using sheers -Pinning together project pieces -Students will complete a variety of mini projects in class including bears to send to hospital. -Sewing project construction (varies) -Students will utilize skills specific to their projects such as creating		
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	<p>an elastic waistband, seam finishes, stuffing a pillow, etc...</p>		
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	-Sewing lab clean up		
Chapter 27.1	<p>Essential Question: What are the parts and functions of the sewing machine? What are the uses for various pieces of sewing equipment?</p> <p>*Textbook material may be assigned throughout sewing unit*</p> <p>-Chapter 27 outline</p> <p>-Pieces of sewing equipment scramble and definitions.</p> <p>-Sewing safety tip poster.</p> <p>-Chapter 27 review</p> <p>-Chapter 27 test</p>	<p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p>	<p>- Students will be evaluated on their weekly class participation, chapter 27 outline, worksheets, unit review and unit test.</p> <p>Resources: textbooks and worksheets.</p> <p>Adaptations /Accommodations:</p> <p><input type="checkbox"/> Students may be given modified assignments and tests.</p>



Foods Around the World		
Essential Question/ Plan of Learning	State/National FCS Standards	Resources and Evaluation
<p>Essential Question: How do you prepare food in a safe and sanitary way and follow correct cook procedures?</p> <p>-Review of classroom cooking procedures, safety, and sanitation.</p> <p>-Students will participate and complete a variety of review items before cooking including: measuring, cooking terms, reading a recipe, safety, sanitation, and cooking lab jobs.</p>	<p>PA FCS Standard(s):</p> <p>11.3.6 B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>11.3.6 F Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.6G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p>National FCS Standard(s):</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p>	<p>Resources: Cooking supplies and equipment, lab sheets, review worksheets.</p> <p>Evaluation: Students will be evaluated on their daily participation, and cooking review worksheets.</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p>

<p>Essential Question: What foods, dishes, and cooking techniques are popular in Europe?</p> <ul style="list-style-type: none"> -Students will listen and take notes about cooking in the following European countries/ regions: The British Isles, France, Spain and Portugal, Germany, Austria, Italy, Scandinavia, and Eastern Europe. -Students will prepare at least one food dish from each country/ region studied. Students will follow all safety and sanitation guidelines as well as follow all cooking directions. -Students will create a FATW cookbook cover. -Students will participate in a game about international table manners. -Students will complete the “ABC’s of European Dining” worksheet -Students will complete a chapter 22-3 review and test. -If time, students will complete a menu project. They will pick a European country and design a menu that 	<p>PA FCS Standard(s):</p> <p>11.3.6 B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>11.3.6 F Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.6G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p>11.3.9 F Hypothesize the effectiveness of the use of meal management principles (time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>National FCS Standard(s):</p> <p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.4.4 Develop a variety of menu layouts, themes, and design styles.</p>	<p>Resources: Cooking supplies and equipment, computers, textbooks, notes, and tests.</p> <p>Evaluation: Students will be evaluated on their daily participation, worksheets, cookbook cover, project, review, and tests.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified notes, and worksheets. -Students may be given additional time to complete assignments. -Students may work with a partner to complete cooking tasks.
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<p>features appetizers, main courses, and desserts from that country.</p> <p>-Students will watch a portion of a “Bizarre Foods” episode that features several European dishes.</p>		
<p>Essential Question: What foods, dishes, and cooking techniques are popular in Latin America?</p> <p>-Students will listen and take notes about cooking in the following Latin American countries/ regions: Mexico, the Caribbean Islands, Peru, Brazil, Argentina, and Central America</p> <p>-Students will prepare at least one food dish from each country/ region studied. Students will follow all safety and sanitation guidelines as well as follow all cooking directions.</p> <p>-Students will view a portion of a “Bizarre Foods” episode which features food from Latin America.</p> <p>-Students will work with a partner to create and present a power point about a country in Latin America and their dining habits.</p>	<p>PA FCS Standard(s):</p> <p>11.3.6 B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>11.3.6 F Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.3.6G Describe the physical, biological, and chemical changes that take place in food preparation.</p> <p>11.3.9 F Hypothesize the effectiveness of the use of meal management principles (time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>National FCS Standard(s):</p>	<p>Resources: Cooking supplies and equipment, cookbooks, lab sheets, notes, computers, powerpoint, and projector.</p> <p>Evaluation: Students will be evaluated on their daily participation, and assigned cooking, and clean up jobs, notes, worksheets, and projects.</p> <p>Accommodations:</p> <p>-Students may work with a partner for some assigned food preparation jobs.</p> <p>-Students may be given modified assignments, or additional time to complete assignments.</p>

	8.2 Demonstrate food safety and sanitation procedures.	
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