



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Foods & Nutrition

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Family and Consumer Science](#). Foods and Nutrition is an elective class that is designed to introduce students to the use of kitchen tools and appliances, food preparation procedures, and consumer knowledge of selecting and purchasing food. Units of study will include food sanitation, nutrition and wellness, and the social and cultural aspects of food. Students will practice these skills as they relate to careers in foods, application to independent and/or family life, and society in general. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

Recognize healthy food choices. (EC1.g.2.m)

Research the impact of our choices on our health. (FSDN1.a.10.m)

Discover the functions of nutrients to meet dietary needs. (FSDN1.c.6.m)

Identify reliable sources of nutrition information. (FSDN1.c.7.m)

Identify nutritional needs of individuals. (FSDN1.d.5.m)

Utilize nutrition standards and guidelines from recommended intake in analyzing safe and nutritious food for individuals and families. (CRF1.a.9.m)

Demonstrate food safety and sanitation procedures. (FPS1.b)

Explore food borne illness and discover ways to reduce the spread of microorganisms.. (FSDN1.b.9.m)

Make decisions about providing safe and nutritious food for individuals and families. (CRF1.b.6.m)

Explore food-borne illness, and discover ways to reduce the spread of microorganisms. (FSDN1.b.9.m)

Demonstrate proper usage of common cooking tools and equipment. (FPS1.c5.m)

Use cooking tools and equipment needed to prepare a class recipe. (FPS1.c.8m)

Apply measurement skills in a class recipe. (FPS1.e.14.m)

Prepare food for presentation and assessment. (FSDN1.e.6.m)

Understand and use critical thinking and practical reasoning skill to address food choices, nutrition and health concerns. (C.4.6)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Kitchen Safety, Sanitation, and Equipment</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What are the basic principles and skills of safe cooking?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I can demonstrate food safety practices</li> <li>I can demonstrate proper usage of common cooking tools and equipment.</li> </ul>

	<p>I can evaluate factors that affect food safety from production through consumption.</p> <ul style="list-style-type: none"> <li>• I can create a product that is safe to consume using proper sanitation.</li> <li>• I can evaluate which practices in the kitchen as safe or dangerous</li> </ul>
<p><b>Unit: Measuring</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does proper measuring lead to a consistent product?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can apply measurement skills in a class recipe.</li> <li>• I will understand why certain ingredients are sometimes measured in different ways and how that affects the outcome of a recipe I</li> <li>• I can identify recipe abbreviations that correspond with a specific cooking term</li> </ul>
<p><b>Unit Title: Nutrition</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How can a health conscious consumer determine what products to purchase?</li> <li>• How can knowledge of nutrition concepts assist students in making informed choices regarding your lifestyles.</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can critically analyze dietary habits related to health and how they may affect body weight and long term health.</li> <li>• I can evaluate the usefulness and credibility of nutrition information available online and in the media.</li> <li>• I can research healthy diets and make recommendations for healthy living.</li> <li>• I can evaluate and analyze my personal intake according to the dietary guidelines and MyPlate.</li> </ul>
<p><b>Unit Title: Food Preparation</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does science and technology impact food?</li> <li>• What skills are needed to cook a balanced meal.</li> <li>• In what way does culture contribute to the ethnic diversity of foods in the United States?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can prepare food products</li> <li>• I can identify the sources and functions of nutrients and apply appropriate food preparation techniques to foods high in these nutrients.</li> <li>• I can discuss how science is related to nutrition and food preparation.</li> <li>• I can identify procedures that affect quality product.</li> <li>• I can create a product that is safe to consume using proper sanitation.</li> <li>• I can prepare different foods using creativity in my planning and cooking techniques.</li> <li>• I can explain how preparation of food products in an individual's home is influenced by culture?</li> </ul>
<p><b>Unit Title: Career &amp; Employability Skills</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What factors and special skills need to be considered when selecting and preparing for employment or career paths for future success?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can analyze potential career choices to determine the knowledge, skills and attitudes associated with each career.</li> <li>• I can demonstrate job seeking and job keeping skills.</li> </ul>