

# Nutrition

Content Area: **Practical Arts**  
Course(s): **Foods and Nutrition I**  
Time Period: **Marking Period 1**  
Length: **4-8 weeks**  
Status: **Published**

## Course Pacing Guide

---

Unit	MP	Weeks
Unit 1 Nutrition	1	1-2
Unit 2 Principals Of Food Preparation	1	1-2
Unit 3 Career Preparation	1	2-4
Unit 4 Quick Breads	1	1-2
Unit 5 Eggs//Dairy	2	4 weeks
Unit 6 Soup/Cake decorating	2	4 weeks

## Unit Overview

---

Learning the major food groups as devised by newly renovated dietary standards of the federal government.

To know the body's needs as per activity, size, age .

Functions of each nutrient, and what foods are highest in the nutrient.

Determining caloric needs as per size, age and activity level.

Knowing how to substitute in a restricted diet to allow for food preferences; e.g. vegetarians, vegans, gluten intolerant individuals, lactose intolerant individuals.

Having this learning will enable me to be prepared to become a professional in the fields of nutrition and dietary applications and provide me with the understanding of what a Dietician and/or Nutritionist does as a profession.

## Enduring Understandings

---

To eat in a healthy manner, one must understand the fundamental principles of nutrition, knowledgeable food purchasing, proper preparation and safe storage techniques.

We must be knowledgeable in the science of food and food consumption.

## Essential Questions

---

- What is a balanced diet? Is my diet balanced? What nutritional changes can I make?
- What knowledge of food safety do I need in order to cook safely and efficiently in a cooking lab as well as at home:
- Dairy Products, Egg Products, Quick Breads, Cookies, Soups: What nutrients do they supply? What forms do they come in? How do I use/prepare them? How do I buy, store them?
- How does a professional in the field of Nutrition and Dietary counseling guide individuals to a better life through better health through wise food choices.

## New Jersey Student Learning Standards (No CCS)

---

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

## Amistad Integration

---

Research into the foods of the early Southern slaves and why they prepared and ate foods from the by-products and cast offs of their owners tables and fields.

Research into the nutritional value of the early Southern slaves "scraps" and why their food was at times (albeit unintentionally) more nutritionally sound than their owners.

Preparation of recipes of the Southern slaves.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

---

Research project on the nutritional effects of the Concentration Camps on the health of the Jewish people.

## **Interdisciplinary Connections**

---

Cross curriculum with Science , Language and World History Departments.

## **Technology Standards**

---

Students will access research information through various medias.

Students will use various medias to present their research findings to the class during oral presentations.

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

## **21st Century Themes/Careers**

---

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## **Financial Literacy Integration**

---

1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## **Instructional Strategies & Learning Activities**

---

- Strategies
  - Large group instruction/demonstration
  - Partner learning
  - Self guided instruction.
- Activities
  - Active research projects
  - Hands on application of theories learned

## **Differentiated Instruction**

---

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring

- Student Interest & Inventory Data

### **Formative Assessments**

---

- Laboratory Review
- Student projects
- Teacher observation

### **Summative Assessment**

---

Unit Test

### **Benchmark Assessments**

---

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (unit test)

### **Alternate Assessments**

---

- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

### **Resources & Technology**

---

- Oven
- Range
- Microwave
- assorted cookware

## **BOE Approved Texts**

---

[BOE Approved Texts](#)

## **Closure**

---

Such as:

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."

## **ELL**

---

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

## **Special Education**

---

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

---

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

---

### **At Risk**

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies



- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

---

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking