Unit 4: Cooking Food

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented**
Time Period: **Week 31**
Length: **9 Weeks**
Status: **Published**

Unit Overview

Using their knowledge of healthy eating as well as the plans they created for their gardens, students develop an understanding of the nutritional value of various meals and how to create a well-balanced diet. Students examine the nutritional value of various products and construct a cookbook featuring the well-balanced meals that can be prepared with the products they are growing in their garden.

Standards

CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CCSS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
HE.3-4.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-4.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HE.3-4.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-4.2.1.4.B.4	Interpret food product labels based on nutritional content.
HE.5-6.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.

Essential Questions

- Why is it important to consider the nutritional value of food items?
- How does one plan a healthy menu?
- How does one plan a shopping list based on a healthy menu?

Application of Knowledge and Skills...

Students will know that...

- cooking food at home is not only nutritionally valuable, but it is also more economical.
- different food preparations can impact the nutritional value of food items (i.e. frying vs. baking)
- serving sizes are meant to prevent people from overeating and staying within the daily recommended values for calories and fat content.

Students will be able to...

- construct a shopping list that corresponds with the weekly menu and stay within a budget.
- create a cookbook highlighting a healthy menu for a week of meals.
- differentiate between healthy recipes and unhealthy recipes.
- evaluate the nutritional content of food using food labels.

Assessments

- Create a Cookbook! Summative: Personal Project Using the USDA recipe finder website and its "create a cookbook" function, students create a cookbook for a week of healthy, well-balanced meals based on the MyPlate guidelines and nutritional value of the recipes. Students include in their cookbook a shopping list for the items needed to prepare the dishes.
- Comparing Products Formative: Sample Assessment Item Compare the nutritional value of different brands for the same products. Question why there are or are not differences.
- How do you cook healthy food? Diagnostic: Self Assessment Pre-assess student knowledge of cooking and the methods used to cook healthy foods.
- Restaurant v. home cooking Formative: Other written assessments Students research meals at various restaurants. They record the cost of a meal and its ingredients. Students research the cost of the same ingredients at a local grocery store and compare the cost of the meal at the restaurant and the meal if it were cooked at home.

Activities

- Healthy cooking pre-assessment.
- Review MyPlate and the daily intake guidelines for the various food groups.

- Introduce nutrition labels and review how to read a nutrition label.
- Restaurant vs. home cooking exercise.
- Compare the nutritional value of different products.
- Research various recipes and compare their nutritional values.
- Create a shopping list for various recipes.
- Create a cookbook for a week of recipes along with a shopping list that corresponds with the recipes.

Activities to Differentiate Instruction

- Create a graphic organizer based on the MyPlate criteria to help students organize their meals.
- Use nutrition facts online or have students bring in product labels from home.
- Allow students to use a calculator if necessary for mathematical computations.
- Students may make some of their recipes at home and have a feast day featuring their healthy-eating options (CHECK FOR FOOD ALLERGIES).
- For the final cookbook project, the teacher may add a challenge of having students work within a specific budget and include certain ingredients in their recipes.

Integrated/Cross-Disciplinary Instruction

- Coordinate with the health teachers or school nurse on nutrition education.
- Seek assistance from the math teachers to help students with computations.

Resources

- Find recipes including nutritional information: http://recipefinder.nal.usda.gov/
- Build a cookbook: http://recipefinder.nal.usda.gov/cookbook
- Healthy recipes made by children across the country and put together by the White House: http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/HealthyLunchtimeChallengeCookbook.pdf