Unit 07: Nutrition and Eating Out

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

In this unit, students understand the nutritional issues surrounding eating out as compared with home prepared meals to make choices that fit into a healthful eating plan. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards make interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to culinary content.

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.

Area of Study 14.0 Nutrition and Wellness

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

Area of Study 9.0 Food Science, Dietetics, and Nutrition dietary plans.

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

9.3.2 Analyze nutritional data.

9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.

9.3.5 Analyze recipe/formula proportions and modifications for food production.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.

9.4.4 Construct a modified diet based on nutritional needs and health conditions.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and

personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- How can one maintain healthy eating habits when dining out?

Students will know / Students will be skilled at

Students will be skilled at:

- recognizing cooking terms that denote high calorie/ high fat or lower calorie/ lower in fat. (example: carbonara, alfredo, primavera, crispy, etc.)
- choosing healthier food options while dining out.

Students will know:

- cooking terms that are related to healthier food choices; e.g. bake, broil, low fat, reduced-calorie, steamed, whole grain, etc.
- how to identify “menu signal words” (high fat vs lower fat signal words).
- how to make healthful choices when eating out.
- key terms: Dietary Guidelines for Americans, nutrition analysis, fast food.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- be evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance and lab critique submissions.
- complete reflection on Dining Out project
- create a brochure educating others on how to dine out in a healthy manner including "signal words"
- meaningfully address the essential and guiding questions of this unit of study.
- navigate the nutritional aspects of a menu
- participate in guided question and answer sessions, group and individual discussions.
- reflect on their initial eating out habits and engage in some of the suggested in addition to other related activities: Get a menu from your favorite restaurant and bring to class o Record your favorite fast food meal and evaluate the amount of fat and calories in the meal.
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts via labs, projects, assessments, reflections and class activities

Learning Plan

- Assign Dining Out project; Extension activities include: Individually students will write down two of their favorite fast food meals and analyze the nutritional information on fat, calorie content and sodium, using the restaurant's website. Have students choose 2 healthier meal choices and record the same nutritional information. Students will then choose 5 different types of restaurants and find 2 healthy meal options at each type of restaurant, recording nutritional information. Lastly students will create a brochure educating other classes how to Dine out Healthy, making sure to include "signal words."

- Facilitate Lab #1: Healthy Fast Foods. Have the class select five favorite fast food choices and do a recipe "make-over." Have each group prepare one of the "made over" recipes. Discuss the ease of the recipe and taste compared to fast food.
- Facilitate Lab #2: Healthy Eating at Home. Have lab groups select and prepare nutritious food items that can be quickly and easily prepared by teenagers at home.
- Facilitate student discussion on whether access provided by restaurants to post calories and other nutritional information on menu board and on menus may or may not influence their and others' food choice?
- Invite students to collect menus from local restaurants to determine the most visited/ favorite restaurants and meals in order to brainstorm more healthful alternatives.
- Preview the essential questions and connect to learning throughout the unit.
- Provide information needed to provide analysis of fast food restaurant menus so that students can identify "menu signal words" that imply healthy vs. unhealthy foods.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

In addition to the materials below, the link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: (https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860). Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- topic related DVDs
- websites
- interactive use of SmartBoard
- necessary recipes and ingredients
- necessary kitchen equipment
- menus from various local restaurants
- dietary guidelines provided by restaurants and restaurant chains

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing