COURSE TITLE: Nutrition and Food

Course Description:

Nutrition and Food focuses on the impact of food choices, nutrition, meal management, cuisine, and following current nutritional guidelines on overall health across the life cycle. This course must be taught in a fully-equipped, residential-style kitchen.

Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / Certified Guest Service Professional / Food and Beverage – Skills for Success / ServSafe Food Handler / ServSafe Manager

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	20
2	Food	30
3	Nutrition	40
4	Meal Management	30
5	Cuisine	20

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: Food

Content Standards

1. Analyze and explain factors that affect food supply chains, including geography, fuel supply, climate, economics, transportation systems, farming methods, and type of government.
2. Explain how food choices and food production are influenced by psychological, social, cultural, nutritional, economical, global, environmental, geographical, and technological factors.
3. Interpret legislation and regulations related to food production and consumption.
4. Describe the impact of technology on food production, choices, and nutrition.

Unpacked Learning Objectives

Students know:

- The most common factors that affect the food supply chain.
- How food choices are influenced by psychological, social, cultural, nutritional, economical, global, environmental, geographical, and technological factors.
- How food production is influenced by psychological, social, cultural, nutritional, economical, global, environmental, geographical, and technological factors.
- The purpose of the legislation and regulations related to food production and consumption.
- Technology has greatly impacted food production, choices, and nutrition.

Students are able to:

- Analyze and explain factors that affect the food supply chain.
- Explain factors that influence food choices and food production.
- Interpret legislation and regulations related to food production and consumption.
- Discuss ways that technology has impacted food production.
- Describe the impact of technology on food production, choices, and nutrition.

Students understand:

- Several factors affect the food supply chain.
- Food choices and food production are influenced by several factors.
- Food production and consumption are impacted by legislation and regulations.

- The impact of technology on food production, choices, and nutrition.

Driving/Essential Question	What are factors that impact the food supply chain? What factors influence our food choices? What are current legislation and regulations that impact our food supply? How does technology impact food production and choice?
Exemplar High Quality Task	Create infographics about food production legislation and regulations.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	**Potential Subtasks for Assessments Formative/Summative**	**Potential Learning Activities** **Link to Differentiation Examples**	**Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities**	**Equipment, Technology and Materials** **Equipment List by CTE Cluster** **Link to Helpful Tech Tools**
Analyze and explain factors that affect food supply chains.	**Formative:** Guided reading or mini lecture with guided notes or graphic organizer. **Summative:** Create a graphic of the local food supply chain.	Guided notes from research articles, texts, or lectures on a guided notes sheet or graphic organizer. Create a graphic of the local food supply chain and include impacts of geography, fuel supply, climate, local economy, transportation, farming methods, and government.	**ELA**: Write a reflection based on food choices noted in the food log; explain what food choices reveal about culture, socio-economic status, and the emotional aspect of choosing what to eat. **Social Studies:** Analyze trade routes during historical events such as wars and depressions.	Computer, printer, monitor or projector Research articles guided notes sheet graphic organizer

			Science: Students research and identify the impact of geography, climate, and farming methods on the local food supply chain. Math: Math Activity 1: Analyzing the Impact of Transportation Costs on Food Supply Chains Math: Math Activity 2: Analyzing the Impact of Supply Chain Disruptions on Food Availability	
Explain factors that influence food choices and food production.	**Formative:** Guided reading or mini lecture with guided notes or graphic organizer. **Summative:** Food intake log Nutrition and Wellness STAR Event	Students take notes from research articles, texts, or lectures on a guided notes sheet or graphic organizer. Students keep a log or diary of everything they eat for 3-5 days. Each entry should include why they chose the food (based on factors discussed in class or reviewed in readings: psychological, social, cultural, nutritional, economical, global, environmental, geographical, and technological)	**Math:** Math Activity 1: Analyzing Factors that Influence Food Choices **Math:** Math Activity 2: Analyzing Factors that Influence Food Production **Social Studies:** Research food consumption based on various Socio-economic status' in the state of Alabama.	Computer, printer, monitor or projector Research articles guided notes sheet graphic organizer

Interpret food production and consumption legislation and regulations.	**Formative:** Jigsaw **Summative:** Infographic FCCLA STAR Event: Professional Presentation	Students will be placed in groups and assigned readings on food production legislation and regulations. Each group will become an "expert" then rotate to a new group to share their findings. Results can be presented orally, on a graphic organizer, or electronically on a shared file. Students create an infographic about food production legislation and regulations.	**ELA**: Present research findings regarding food production and legislation to classmates. Write an expository analysis of the impact that three food production technologies have on food choice and nutrition. **Social Studies:** Research policies that have been put in place regarding food production. **Math:** Math Activity 1: Analyzing the Impact of Food Production Regulations **Math:** Math Activity 2: Interpreting Food Consumption Legislation	Computer, printer, monitor or projector
Describe the impact of technology on food production, choice, and nutrition.	**Formative:** Guided reading or mini lecture with guided notes or graphic organizer. Field Trip **Summative:** 3-2-1 FCCLA Food Innovations STAR Event	Students take notes from research articles, texts, or lectures on a guided notes sheet or graphic organizer. Students take a field trip to a local food production facility. Ask the guide to discuss technology and the manufacturing process. Students research and report three food	**Science:** Students research and investigate the production technologies and their impact on the molecular composition and nutrition of the food product. **Social Studies:** Research how different parts of the world are impacted by accessibility of technology. Write how that impact has	Computer, printer, monitor or projector Research articles guided notes sheet graphic organizer

		production technologies and discuss two ways they impact food choice and one way they impact nutrition.	been made on food for that culture. **Math:** Math Activity 1: Analyzing the Impact of Technology on Food Production **Math:** Math Activity 2: Analyzing the Impact of Technology on Food Choice and Nutrition	

Key Vocabulary

food supply chain, geography, fuel supply, climate, economics, transportation systems, farming methods, type of government, food choices, food production, psychological, social, cultural, nutritional, economical, global, environmental, geographical, technological factors, legislation, regulations, technology, food production, choices, nutrition, accessibility

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Food Production Facility Field Trip

CTSO Connection:

FCCLA STAR Events: Food Innovation, Nutrition and Wellness, Professional Presentation

Certification/Credential Connection:

ServSafe Food Handler; Servsafe Manager

Topic 3 Title: Nutrition

Content Standards

5. Investigate and share information about recommendations for individuals' nutritional, lifestyle, health, and fitness needs as they change across the lifespan.
6. Create menus and recipes to meet nutritional needs of individuals across the lifespan, using current dietary guidelines.
7. Summarize current research on the impact of diet fads, food addictions, and eating disorders on fitness and wellness.
8. Research and report on the impact of daily food choices on health and wellness.
9. Examine and explain how current food and lifestyle trends affect health, wellness, and food selection.
10. Interpret a food nutrition label, including key nutrients, portion sizes, allergens, and ingredients, and explain how this information is useful in planning a nutritious diet.

Unpacked Learning Objectives

Students know:

- Nutritional requirements change for individuals across the lifespan.
- How to create meal plans using current dietary guidelines for individuals across the lifespan.
- Current research on diet fads, food addictions, and eating disorders and their impact on fitness and wellness.
- The impact of daily food choices on health and wellness.
- How current food and lifestyle trends affect health, wellness, and food selection.
- How to interpret information found on a food nutrition label.

Students are able to:

- Investigate the nutritional requirements for individuals across the lifespan.
- Create menus and recipes for individuals across the lifespan.
- Summarize current research on diet fads, food addictions, and eating disorders and their impact on fitness and wellness.
- Research and report on daily food choices and their impact on health and wellness.
- Explain how current food and lifestyle trends affect health, wellness, and food selection.
- Interpret a food nutrition label and explain how this information is useful in planning a nutritious diet.

Students understand:

- That nutritional requirements differ across the lifespans.
- How to create menus to meet nutritional needs of individuals across the lifespan.
- The impact that diet fads, food addictions, and eating disorders on fitness and wellness.
- That daily food choices affect health and wellness.
- That current food and lifestyle trends affect health, wellness, and food selection.
- The information on food nutrition labels and how the information is useful in planning a nutritious diet.

Driving/Essential Question	What are nutritional needs across the lifespan? How can menus and recipes be designed to meet the nutritional needs of individuals across the lifespan? How do eating disorders, fads, and food addictions impact health and wellness? How do daily food choices and lifestyles impact health and wellness? How can information on food labels be used to plan a nutrition diet?
Exemplar High Quality Task	Participate in food preparation lab(s) to meet nutritional needs of individuals across the lifespan.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Investigate recommendations for individuals' nutritional, lifestyle, health, and fitness needs across the lifespan.	**Formative:** Guided reading or mini lecture with guided notes or graphic organizer. MyPlate Plan **Summative:** FCCLA STAR Event: Professional Presentation	Students take notes from research articles, texts, or lectures on a guided notes sheet or graphic organizer. Students visit MyPlate website and create plans for people of different ages to compare nutritional needs. Students present nutritional needs across the lifespan.	**ELA**: Write an argumentative paragraph supporting or discrediting the use of digital applications for food tracking in an individual's overall health and fitness. **Social Studies:** Research and create a presentation on the impact of diet culture in the US. Analyze different fads from the past 50 years. **Science:** Students compare the nutritional needs of the human body at different ages and stages of development.	Computer, printer, monitor or projector Research articles guided notes sheet graphic organizer MyPlate Plan https://www.myplate.gov/myplate-plan
Create menus and recipes to meet nutritional needs of individuals across the lifespan.	**Formative:** Menu Planning Recipe modifications	Students create menus to meet nutritional needs across the lifespan.	**ELA**: Write a description of one nutrition trend and explain its "pros" and "cons;" predict the longevity of the trend.	Computer, printer, monitor or projector

	Summative: Menu Planning	Students modify recipes to meet nutritional needs (ie: reducing fat in a recipe) Students plan a weekly menu for a childcare center, high school, and elderly care facility.	Social Studies: Create a menu for a specific age group using food choices from different decades. Analyze how the needs have changed based on social changes in the past 60 years **Science:** Students modify different recipes to increase the nutritional value of the meal (lowering fats, carbs, etc). **Math:** Math Activity 1: Creating a Daily Menu for Different Age Groups **Math:** Math Activity 2: Developing a Recipe Book for Different Nutritional Needs	
Research the impact of fad diets, food addictions, and eating disorders on fitness and wellness.	**Formative:** Jigsaw **Summative:** Infographic	Students are assigned groups and reading materials on each topic. Students read and take notes to become “experts.” Move students to new groups to share their findings. Students design an infographic that explains fads, addictions, and eating disorders and how to avoid, prevent, or seek treatment.	**Math:** Math Activity 1: Analyzing the Impact of Fad Diets on Fitness and Wellness **Math:** Math Activity 2: Investigating the Impact of Food Addictions and Eating Disorders on Fitness and Wellness **Social Studies:** Create a presentation on various fad diets from the past 60 years.	Computer, printer, monitor or projector Assigned reading material

Research and report on the impact of daily food choices on health and wellness.	**Formative/Summative:** Food and Wellness FCCLA STAR Event.	Track food intake and report on ways to improve health.	**ELA**: After tracking personal food intake for an assigned period of time, write a reflection explaining how different foods affected the students' perception of health and wellness. **Science:** Students analyze a given diet to determine how to improve the nutrition. **Math:** Math Activity 1: Analyzing the Impact of Daily Food Choices on Nutritional Intake and Health **Math:** Math Activity 2: Researching the Impact of Specific Food Choices on Long-term Health Outcomes	Computer, printer, monitor or projector
Examine and explain how current food and lifestyle trends affect health, wellness, and food selection.	**Formative/Summative:** Food and Wellness FCCLA STAR Event.	Track food intake and report on ways to improve health.	**ELA**: Choose one lifestyle trend and write a paragraph about how that trend impacts food choice among teenagers. **Social Studies**: Research the lifestyle trends of teenagers from other countries and how they are different.	Computer, printer, monitor or projector

			Math: Math Activity 1: Analyzing the Impact of Plant-Based Diets on Health and Wellness **Math:** Math Activity 2: Investigating the Impact of Lifestyle Trends on Food Selection and Wellness	
Interpret information on a food label and its usefulness in nutritional meal planning.	**Formative:** FDA Read the Label Family Handout Activity **Summative:** Design an activity for children.	Students can complete the FDA Read the Label activities. Students design activities to teach children how to read the food label. Visit local elementary schools and facilitate activities.	**ELA**: Adjust speech and vocabulary as necessary in presenting food label information to young children. **Social Studies:** Research the development of food labels and write a research paper on how they have been used. **Math:** Math Activity 1: Analyzing Nutritional Information on Food Labels **Math:** Math Activity 2: Planning a Balanced Meal Using Food Labels	Computer, printer, monitor or projector Supplies for activities during elementary school visits

Key Vocabulary

lifespan, nutritional needs, health, fitness, lifespan, dietary guidelines, diet fads, food addictions, eating disorders, daily food choices, health, wellness, current food trends, current lifestyle trends, health, wellness, food selection, food nutrition label, key nutrients, portion sizes, allergens, ingredients

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Visit elementary school to facilitate learning activity.

CTSO Connection:

FCCLA STAR Events: Food Innovation, Nutrition and Wellness, Professional Presentation

Certification/Credential Connection:

ServSafe Food Handler and ServSafe Manager

Topic 4 Title: Meal Management and Service

Content Standards

11. Prepare nutritious meals that satisfy recommended daily intake guidelines, specifying cooking techniques that preserve the nutrients in the foods selected.

12. Compare the cost and nutritive value of preparing food at home rather than purchasing convenience foods and fast service foods.

13. Formulate a budget for planning, purchasing, and preparing nutritious foods for given scenarios.

14. Compare and contrast the nutritional quality of various prepared foods.
    Example: Using current technology, calculate nutritional values for scratch prepared, processed, and restaurant prepared foods.

15. Explain the impact of mealtime habits and etiquette and their correlation to health indicators.
    Examples: family mealtimes, fast food dining, table habits including portion sizing, utensil usage, length of meal, and chewing duration

16. Demonstrate food preparation techniques required to retain nutritional content when preparing food for special occasions.

17. Demonstrate a variety of creative food presentation techniques to make nutritious foods visually appealing.

Unpacked Learning Objectives

Students know:

- How to prepare nutritious meals to meet daily intake guidelines and preserve nutrients.
- How to compare the costs and nutritional value of preparing food versus purchasing convenience foods.
- How to formulate and budget for planning, purchasing, and preparing nutritious foods.
- How to compare and contrast nutritional quality of prepared foods.
- Mealtime habits and etiquette impact affects a person's health.
- How to prepare foods to retain nutritional value.
- Creative food presentation techniques.

Students are able to:

- Prepare nutrition meals to meet daily intake guidelines and preserve nutrients.
- Compare the cost and nutritive value of preparing food at home rather than purchasing convenience foods and fast service foods.
- Formulate a budget that includes planning, purchasing, and preparing nutritious foods for given scenarios.
- Compare and contrast the nutritional quality of prepared foods.

- Explain the correlation that mealtime habits and etiquette have on a person's health.
- Demonstrate food preparation techniques that retain nutritional value of foods.
- Demonstrate creative food presentation techniques.

Students understand:

- How to prepare a nutritious meal using a method that will preserve the nutrients in foods.
- The difference between the costs and nutritional value of foods prepared at home versus convenience foods and fast foods.
- The process of planning a budget in order to prepare nutritious foods.
- Prepared foods have different nutritional qualities.
- That mealtime habits and etiquette have a correlation to health indicators.
- Food preparation techniques that preserve nutritional value.
- Creative ways to present foods.

Driving/Essential Question	What food preparation techniques help preserve the nutrients in food? What are the cost and nutritional differences between preparing food and purchasing packaged convenience foods? How do individuals budget their food purchases? How do meal time habits and etiquette impact your health? How can food be presented creatively?
Exemplar High Quality Task	Participate in a food lab(s) to prepare a nutritious meal using a method that will preserve the nutritional value

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Prepare nutritious meals that satisfy recommended daily intake guidelines and preserve the nutrients in foods.	**Formative/Summative:** Food Prep lab(s)	Students participate in food prep labs that focus on meals that satisfy recommended daily guidelines and that utilize food preparation techniques that preserve nutrients.	**Science:** Students analyze different food preparation methods and how they impact the nutritional value of the overall dish. **Social Studies:** Research how technology has advanced the preparation of meals in the typical American household. **Math:** Math Activity 1: Designing a Nutritious Meal Plan **Math:** Math Activity 2: Creating Nutritious Recipes	Computer, printer, monitor or projector, bakeware, fire extinguisher, cooking and serving utensils, cookware, cutting equipment, dinnerware, flatware, glassware, linens, microwave, microwave cookware, mixing and measuring equipment, plastic storage containers, thermometers. Classroom Kitchen Recipe for food lab ingredients for food lab https://www.familyconsumersciences.com/2013/10/snacks-for-kids-cookbook-project/
Make a comparison between food prepared at	**Summative:** Make or Buy Analysis	Students conduct a make or buy analysis for an	**ELA**: Write an analysis of at least three food types in	Computer, printer, monitor or projector

home, purchased convenience foods, and fast service foods.		assigned food product. Students create a rating scale and conduct a blind taste test with participants.	terms of foods that would be best to buy and those that would be most beneficial to make. **Math:** Math Activity 1: Comparing Nutritional Content **Math:** Math Activity 2: Comparing Costs and Time Investment	
Formulate a budget for planning, purchasing, and preparing nutritious foods using a particular scenario.	**Summative:** Case Study	Assign students a unique family situation with a budget. Students design a budget that meets nutritional needs of the family.	**ELA**: Write a reflection on the challenge of creating an appropriate meal plan when given specific nutritional needs and budgetary restrictions. **Social Studies:** Create a grocery list with prices for the same items from the year 2024 and the year 2019. Compare how these prices have changed **Math:** Math Activity 1: Budgeting for a Week's Worth of Nutritious Meals **Math:** Math Activity 2: Budgeting for a Nutritious Family Gathering	Computer, printer, monitor or projector Family case study
Compare and contrast the nutritional quality of prepared foods.	**Formative:** Venn Diagram	Students complete a Venn Diagram on the nutritional value of different recipes.	**ELA**: Write a review of at least three recipes based	Computer, printer, monitor or projector

	Summative: Recipe analysis	Students review recipes and list the nutritional qualities of the ingredients.	on criteria provided by the instructor. **Science:** Students compare and contrast the amount of particular macromolecules (carbohydrates, fats, sugars) to determine the nutritional value. **Math:** Math Activity 1: Comparing Nutritional Quality of Home-Cooked Meals vs. Fast Food **Math:** Math Activity 2: Comparing Nutritional Quality of Packaged Convenience Foods vs. Homemade Versions	Venn diagram Various recipes
Explain the impact of mealtime habits and etiquette and their correlation to health indicators.	**Formative:** Think-Pair-Share **Summative:** Food and Wellness FCCLA STAR Event.	Students think about their etiquette knowledge and family mealtime habits. Discuss with a partner or small group. Share possible impacts of these habits on their health. Track food intake and discuss the impact of etiquette and mealtime habits.	**ELA**: Write a personal memoir-style essay detailing the students' family mealtime habits. Reflect on the impact these habits have on health. **Social Studies:** Research mealtime etiquette based on different countries. Create a script exhibiting the mealtime etiquette and perform for the class. **Math:** Math Activity 1: Analyzing the Impact of	Computer, printer, monitor or projector

			Mealtime Habits on Health Indicators **Math:** Math Activity 2: Correlating Mealtime Etiquette with Health Indicators	
Demonstrate how to prepare food to retain nutritional content for foods for special occasions.	**Formative/Summative:** Food Prep Lab(s)	Students will participate in food prep labs that utilize food preparation techniques to preserve nutrients.	**Math:** Math Activity 1: Analyzing Cooking Methods to Retain Nutrients **Math:** Math Activity 2: Planning and Preparing a Nutrient-Rich Special Occasion Meal **Social Studies:** Create a menu for a special occasion using dishes that are specific to Alabama.	Computer, printer, monitor or projector, bakeware, fire extinguisher, cooking and serving utensils, cookware, cutting equipment, dinnerware, flatware, glassware, linens, microwave, microwave cookware, mixing and measuring equipment, plastic storage containers, thermometers. Classroom Kitchen Recipe for food lab ingredients for food lab
Demonstrate creative food presentation techniques.	**Formative/Summative:** Food Prep Lab(s)	Students participate in food prep labs that require creative presentation of food. Complete Make it Fancy Lesson and Lab	**Math:** Math Activity 1: Geometry in Plating Designs **Math:** Math Activity 2: Calculating Nutritional Balance in Artistic Plating	Computer, printer, monitor or projector, bakeware, fire extinguisher, cooking and serving utensils, cookware, cutting equipment, dinnerware, flatware, glassware, linens, microwave, microwave cookware, mixing and measuring equipment, plastic storage containers, thermometers.

				Classroom Kitchen Recipe for food lab ingredients for food lab https://www.familyconsumersciences.com/2024/01/make-it-fancy-lesson-lab/

Key Vocabulary

nutritious meal, recommended daily intake guidelines, cooking techniques that preserve nutrients in foods., nutritive value, convenience food, fast, service foods, budget, nutritional quality, prepared foods, mealtime habits, etiquette, health indicators, food preparation techniques, nutritional, content, food presentation techniques, nutritious foods, visually appealing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Food Prep Labs

CTSO Connection:

FCCLA STAR Events: Food Innovation, Nutrition and Wellness, Professional Presentation

Certification/Credential Connection:

SerSafe Food Handler; ServSafe Manager

Topic 5 Title: Cuisine

Content Standards

18. Compare and contrast the ways that nutritional needs are met in various cultures.
    Example: American-Southern diet vs. Mediterranean diet

19. Demonstrate food preparation techniques used in national and international cuisines.

Unpacked Learning Objectives

Students know:
- Ways nutritional needs are met in selected cultures.
- Food preparation techniques used in selected national and international cuisines.

Students are able to:
- Compare and contrast how nutritional needs are met in various cultures.
- Demonstrate food preparation techniques used in national and international cuisines.

Students understand:
- Ways different cultures meet nutritional needs.
- Food preparation techniques in national and international cultures.

Driving/Essential Question	How are nutritional needs met in other cultures? What food preparation techniques are used in other cultures?
Exemplar High Quality Task	Participate in food lab(s) to demonstrate food preparation techniques used in national and international cuisines.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Compare and contrast the ways nutritional needs are met in selected cultures.	**Formative:** Venn Diagram Staple foods exploration **Summative:** Infographic	Students research different cultures and create a Venn Diagram to compare and contrast the ways they meet their nutritional needs. Students research staple foods in different cultures and discuss how they meet nutritional needs. Students create an infographic about foods and habits of people in a different culture.	**ELA**: Write a comparison of two cultures' nutritional customs and how that culture's overall health seems to be impacted by common food choices. **Social Studies:** Create a menu for a typical family meal in different cultures. **Math**: Math Activity 1: Analyzing Nutritional Data Across Cultures **Math:** Math Activity 2: Calculating and Comparing Nutritional Values of Traditional Meals	Computer, printer, monitor or projector
Demonstrate food preparation techniques used in national and international cuisines.	**Formative/Summative:** Food Prep Lab(s)	Students prepare foods of different cultures using cultural specific food prep techniques.	**Math**: Math Activity 1: Scaling Recipes for Different Serving Sizes	Computer, printer, monitor or projector, bakeware, fire extinguisher, cooking and serving utensils, cookware,

			Math: Math Activity 2: Cost Analysis of Ingredients for National and International Dishes	cutting equipment, dinnerware, flatware, glassware, linens, microwave, microwave cookware, mixing and measuring equipment, plastic storage containers, thermometers. Classroom Kitchen Recipe for food lab ingredients for food lab http://www.restaurant.org/Restaurant/media/Restaurant/SiteImages/News%20and%20Research/Ethnic%20cuisine/GlobalPalates2015_infographic.jpg http://uktv.co.uk/food/homepage/sid/425

Key Vocabulary

compare, contrast, nutritional needs, national cuisine, international cuisine

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Food prep labs.

CTSO Connection:

FCCLA STAR Events: Food Innovation, Nutrition and Wellness, Professional Presentation

Certification/Credential Connection:

SerSafe Food Handler; ServSafe Manager