

# Exploring Foods 8



## UNIT 1: Building Classroom Culture

### ESSENTIAL QUESTIONS

What is our classroom culture?  
How will we work collectively to explore and learn?

### BIG IDEAS

- Students will understand the classroom culture of an Exploring Foods class.
- Students will understand the importance of making wise decisions when working individually or with a team.
- Students will explore factors that impact their personal well being.
- Students will explore personal interest and strengths.
- Students will understand the importance of problem solving in a foods lab.

### GUIDING QUESTIONS

#### Content

- Why did I enroll in this class and what do I want to learn?
- What is the purpose of this class?
- What does it mean to be a good citizen in my community (team, class, school, city, etc.)?

#### Process

- How can we work together as a team to meet the purpose of this class and the students' goals?
- In what ways can I contribute to this class?
- How can communication and respect affect the success of my team?
- How will I know if I am successful in this class?
- When and how can I serve as a leader? When and how can I be a supportive team member?

#### Reflective

- What are my strengths and how will they make me an effective team member?

- How have I demonstrated self-discipline (executive functioning skills) individually and as a team member?
- How have I learned to be a productive lab partner?
- How have I learned to problem solve personality differences?
- How can we address behaviors that do not help out the team?
- How does my effort make a difference in my own learning?

## UNIT 2: Safety and Sanitation - Farm to Table

### ESSENTIAL QUESTIONS

Why is safety and sanitation important in food preparation?

How is food connected to health, the community and the environment?

### BIG IDEAS

- The student will understand the role of bacteria in food contamination.
- The student will understand and demonstrate safety measures in the foods lab and in the home.
- The student will understand and demonstrate sanitation practices while working in the foods lab and in the home.
- The student will understand the role of safety and sanitation in the food system. (Farm to Table)

### GUIDING QUESTIONS

#### Content

- What steps should be taken to ensure personal safety is practiced while preparing foods?
- What procedures should be followed to ensure food is sanitary?
- What are examples of foodborne illnesses, and how can they be prevented?

#### Process

- How does food get from the farm to my table (awareness level)?
- From farm to table, how does cleanliness and proper storage play a role in food sanitation?
- How can I avoid cross contamination when preparing food?
- How can I keep food out of the temperature danger zone?
- What steps do we take to avoid spreading bacteria?
- When and how can technology enhance our learning experiences in FACS?
- How can technology be used safely in the foods lab?

#### Reflective

- How have I demonstrated personal safety practices for myself and others while working in the foods lab?
- What can happen if safety procedures are not followed?
- What can happen if sanitation practices are not followed?
- As a consumer, why should I be aware of foodborne illnesses?

## UNIT 3: Kitchen Equipment, Measurement, and Recipes

### ESSENTIAL QUESTIONS

What is the importance of using proper equipment, measuring accurately, and reading a recipe?

### BIG IDEAS

- Students will demonstrate the ability to read and interpret recipes (technical reading).
- Students will be able to demonstrate the appropriate use of kitchen tools.
- Students will be able to measure accurately.

### GUIDING QUESTIONS

#### Content

- What information does a recipe provide?
- What are the proper tools to use while preparing various recipes?

#### Process

Students will demonstrate the following during foods labs:

- How can I can interpret and explain the information in a recipe?
- How can dry and liquid ingredients be measured accurately?
- How is a recipe altered to change the yield?

#### Reflective

- How did I use the recipe to plan and carry out the lab?
- Why is it important to use the correct measuring techniques?
- Why is it important to use the correct equipment/tools?

## UNIT 4: The Food System and MyPlate

### ESSENTIAL QUESTIONS

How does food move from Farm to Table?  
How is food connected to health?

### BIG IDEAS

- Students will gain an awareness of the food system and food specific to their region.
- Students will explore the connections between personal food choices and the food system.
- Students will apply knowledge of MyPlate and the 6 essential nutrients to balance their daily food choices.
- Students understand that food is a source of energy and heals and repairs our bodies.

### GUIDING QUESTIONS

#### Content

- What are the benefits of buying local (for me and for my community)?
- Who works with the food as it moves from the farm to my table? (career-based)
- What does a nutrition label tell about the food?
- What is the difference between natural and processed foods?
- What do plants need in order to grow and provide a nutritional food source for us?

#### Process

- How is food connected to health?

#### Reflective

- Where does my food come from and why does it matter?
- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?

## UNIT 5: Grains Food Group

### ESSENTIAL QUESTIONS

What are the health benefits of grains in our diet?

What are the fundamental principles for preparing grain products?

### BIG IDEAS

- Students will identify the nutrients found in the grains food group and their importance to our diet.
- Students will identify various ways to prepare and store foods found in the grains food group.
- Students will track the journey of grains from farm to table.

### GUIDING QUESTIONS

#### Content

- What are examples of foods in the grains group?
- What nutrients are found in the grains and what is their importance to my diet?
- What should I consider when selecting and purchasing foods in the grains group?
- What should I look for on a nutritional label?
- Who works with foods in the grains group as it moves from the farm to my table? (career-based)
- What are some specific nutritional recommendations for grains? (whole grain vs. refined grain)
- What is the benefit of eating whole grains?

#### Process

- How are grains prepared for maximum nutritional value? (Demonstrated in foods labs)
- How does grain get from the farm to my table?
- Why is Kansas called the breadbasket? What grains are grown in Kansas?
- What does it mean to “make your carbs count for good nutrition?”

#### Reflective

- Where do grains come from and why does it matter?
- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?
- How can I add whole grains to my diet? What are the nutritional reasons for making half of my grain choices whole grains?
- How do current events involving food impact my food choices or habits?

## UNIT 6: Vegetables Food Group

### ESSENTIAL QUESTIONS

What are the health benefits of vegetables in our diet?

What are the fundamental principles for preparing vegetable products?

### BIG IDEAS

- Students will identify the nutrients found in the vegetable food group and their importance to our diet.
- Students will demonstrate ways to prepare and store foods found in the vegetable food group.
- Students will track the journey of a vegetable from farm to table.

### GUIDING QUESTIONS

#### Content

- What are examples of foods in the vegetables group?
- What nutrients are found in the vegetables and what is their importance to my diet?
- What should I consider when selecting and purchasing foods in the vegetables group?
- What should I look for on a nutritional label?
- What do vegetables need to grow?
- Who works with foods in the vegetables group as it moves from the farm to my table? (career-based)
- What are some specific nutritional recommendations for vegetables?
- How do the vegetables get their color?

#### Process

- How are vegetables prepared for eating? (Demonstrated in foods labs)
- How do vegetables get from the farm to my table?

#### Reflective

- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?
- How can I add vegetables to my diet?
- How do current events involving food, impact my food choices or habits?

## UNIT 7: Fruits Food Group

### ESSENTIAL QUESTIONS

What are the health benefits of fruits in our diet?

What are the fundamental principles for preparing fruit products?

### BIG IDEAS

- Students will be able to identify the nutrients found in the fruit food group and their importance to our diet.
- Students will be able to identify various ways to prepare and store foods found in the fruit food group.
- Students will be able to follow the journey of a fruit from farm to table.

### GUIDING QUESTIONS

#### Content

- What are examples of foods in the fruit group?
- What nutrients are found in fruits and what is their importance to my diet?
- What should I consider when selecting and purchasing foods in the fruit group?
- What should I look for on a nutritional label?
- Who works with foods in the fruit group as it moves from the farm to my table? (career-based)
- What are some specific nutritional recommendations for fruits? (fresh, frozen, processed)
- What are the health benefits of eating fruits?

#### Process

- How are fruits prepared for eating? (Demonstrated in foods labs)
- How do fruits get from the farm to my table?

#### Reflective

- Where do fruits come from and why does it matter?
- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?
- How can I add fruits to my diet?
- How do current events involving food impact my food choices or habits?



## UNIT 8: Dairy Food Group

### ESSENTIAL QUESTIONS

What are the health benefits of dairy in our diet?

What are the fundamental principles for preparing dairy products?

- Students will be able to identify the nutrients found in the dairy food group and their importance to our diet.
- Students will be able to identify various ways to prepare and store foods found in the dairy food group.
- Students will be able to follow the journey of a dairy product from farm to table.

### GUIDING QUESTIONS

#### Content

- What are examples of foods in the dairy group?
- What nutrients are found in dairy products and what is their importance to my diet?
- What should I consider when selecting and purchasing foods in the dairy group?
- What should I look for on a nutritional label?
- What are some specific nutritional recommendations for dairy?

#### Process

- How are dairy foods prepared for eating?
- How do dairy foods get from the farm to my table? Who works with foods in the dairy group as it moves from the farm to my table? (career-based)
- How can people get the nutrients found in dairy products if they have an allergy or intolerance to milk?

#### Reflective

- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?
- How can I add dairy to my diet?
- How do current events involving food impact my food choices or habits?

## UNIT 9: Proteins Food Group

### ESSENTIAL QUESTIONS

What are the health benefits of protein in our diet?

What are the fundamental principles for preparing protein products?

- Students will be able to identify the nutrients found in the proteins food group and their importance to our diet.
- Students will be identify various ways to prepare and store foods found in the proteins food group.
- Students will be able able to follow the journey of a protein product from farm to table.

### GUIDING QUESTIONS

#### Content

- What are examples of foods in the protein group?
- What nutrients are found in proteins and what are their importance to my diet?
- What should I consider when selecting and purchasing foods in the protein group?
- What should I look for on a nutritional label?
- Who works with foods in the protein group as it moves from the farm to my table? (career-based)
- What are some specific nutritional recommendations for proteins?

#### Process

- How are protein foods prepared for eating? (Demonstrated in foods labs)
- How do protein foods get from the farm to my table?
- How can vegetarians get sufficient protein?

#### Reflective

- Where do protein foods come from and why does it matter?
- How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?
- How can I add protein to my diet?
- How do current events involving food impact my food choices or habits?

## UNIT 10: Challenge Project: You, Food, and Your World

### ESSENTIAL QUESTIONS

What are some food-related challenges in our community/world?

How can I use my creative ability to improve my community/world?

What is the role of food across cultures?

- Students will consider challenges that impact their community and world?
- Students understand the importance of making informed/purposeful decisions when working individually or with a team.
- Students will apply problem solving and creativity.
- Utilize design thinking to solve a challenge or meet a need
  - Identify a challenge or need
  - Identify constraints
  - Design a solution to meet the challenge or need
  - Develop and refine a prototype
  - Present and display solution appropriate for intended audience

### GUIDING QUESTIONS

#### Content

- What are some food-related challenges in our society?
- What did I learn about the problem?

#### Process

Students will demonstrate skills in a challenge project:

- What questions do I need to investigate? What resources will be helpful?
- What are some solution ideas?
- What criteria will help me select my best idea?
- What were the results when I tested my solution?
- How can my solution idea be improved?
- How will I present my solution for an audience?

#### Reflective

- Why is it important to recognize food-related challenges within our community and world?
- Why did I select this specific challenge to try to solve?
- What was the biggest challenge I faced in this project and how did I solve it?
- What did I learn from this experience?

## UNIT 11: Consumer Awareness

### ESSENTIAL QUESTIONS

How does creating and using a budget help you achieve financial goals?

What does it mean to be a wise consumer?

- The student will understand the difference between wants and needs.
- The student will understand that budgets provide guidance for wise consumer decisions.
- The student will analyze cost and benefit when making purchasing decisions.
- The student will consider the factors that influence purchasing decisions.

### GUIDING QUESTIONS

#### Content

- What is the difference between a want and a need? Why is it important?
- Where do the products I buy come from? What influences the price that I pay for it?
- What is a budget, and why would I need one?

#### Process

- How do I follow a budget? (Demonstrated in team budget project)
- How do I make decisions about what to purchase? What factors should I consider? When might it be cost effective or wise to purchase a higher priced item?

#### Reflective

- How do the media and marketing/displays influence my purchasing decisions?
- What happens to the products when I am finished using them? How does this affect the community or environment?
- How well did my team stick to our budget? What were the challenges and how did we address them?