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

<table>
<thead>
<tr>
<th>Why is safety and sanitation important in food preparation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is food connected to health, the community and the environment?</td>
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</table>

### 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

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
</table>
| What is the importance of using proper equipment, measuring accurately, and reading a recipe? | ● 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 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

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the health benefits of grains in our diet?</td>
<td>• Students will identify the nutrients found in the grains food group and their importance to our diet.</td>
</tr>
<tr>
<td>What are the fundamental principles for preparing grain products?</td>
<td>• Students will identify various ways to prepare and store foods found in the grains food group.</td>
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<tr>
<td></td>
<td>• Students will track the journey of grains from farm to table.</td>
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</tbody>
</table>

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<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• What are examples of foods in the grains group?</td>
</tr>
<tr>
<td>• What nutrients are found in the grains and what is their importance to my diet?</td>
</tr>
<tr>
<td>• What should I consider when selecting and purchasing foods in the grains group?</td>
</tr>
<tr>
<td>• What should I look for on a nutritional label?</td>
</tr>
<tr>
<td>• Who works with foods in the grains group as it moves from the farm to my table? (career-based)</td>
</tr>
<tr>
<td>• What are some specific nutritional recommendations for grains? (whole grain vs. refined grain)</td>
</tr>
<tr>
<td>• What is the benefit of eating whole grains?</td>
</tr>
<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td>• How are grains prepared for maximum nutritional value? (Demonstrated in foods labs)</td>
</tr>
<tr>
<td>• How does grain get from the farm to my table?</td>
</tr>
<tr>
<td>• Why is Kansas called the breadbasket? What grains are grown in Kansas?</td>
</tr>
<tr>
<td>• What does it mean to “make your carbs count for good nutrition?”</td>
</tr>
<tr>
<td><strong>Reflective</strong></td>
</tr>
<tr>
<td>• Where do grains come from and why does it matter?</td>
</tr>
<tr>
<td>• How do my food choices compare to the MyPlate guidelines and recommended nutritional needs?</td>
</tr>
<tr>
<td>• How can I add whole grains to my diet? What are the nutritional reasons for making half of my grain choices whole grains?</td>
</tr>
<tr>
<td>• How do current events involving food impact my food choices or habits?</td>
</tr>
</tbody>
</table>
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?