

## Grade 8 Family & Consumer Sciences Foods

### Description: Core Topics

#### Unit I: Recipe Adaptations

- Whole foods
- Nutritional treats
- Recipe terminology

#### Unit II: Nutrition

- Functions of nutrients
- Nutritionally related diseases and disorders
- Examine the relationship between whole foods, nutrients, and food intake.
- Recipe terminology
- Establish a healthy eating habit
- Healthy meals

#### Unit III: Origins of Foods

- Research the origins of foods
- Value the cultural origins of foods
- Create a multi media presentation about the cultural origin of a whole food

### Course Overview

#### Course Objectives

Objectives are listed in the individual units

#### Essential Questions

- Where does our food come from?
- How can I take food that is good for me and make it taste good?
- How can I have my cake and eat it too?

#### Assessments

*Common Assessments*

*Skill Assessments*

#### Content Outline

Unit I: Recipe Adaptations

Unit II: Nutrition

Unit III: Origins of Foods

#### Standards

Connecticut State FCS standards are met in the area of:

- *Nutrition & Wellness*

[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/fcs\\_912frameworks.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/fcs_912frameworks.pdf)

#### Grade Level Skills

<..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\FOODS Flow Chart 6-8 DRAFT.doc>

## Pacing Guide

### Marking Period

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Unit 1

[Recipe Adaptations](#)

10 days

Unit 2

[Nutrition](#)

20 days

Unit 3

[Origins of Foods](#)

10 days

**Unit 1 – Recipe Adaptations/10 days** [top](#)

**Standards**

*Nutrition and Wellness*

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will:

- examine factors that influence nutrition and wellness practices for adolescents.
- practice safe and sanitary methods to prepare foods.

**Unit Objectives**

Students will be able to:

- explore the use of whole foods in dessert preparation.
- fit healthier treats into a healthy diet.
- examine the relationship between whole foods, nutrients, and food intake.

**Essential Question**

How can I have my cake and eat it too?

**Focus Question**

How can I make whole foods taste good?

**Assessments**

- Food products
- Rubric based lab assessments

**Lesson Planning Resources**

- Stocked pantry
- Stocked kitchen labs

**Materials/Resources**

- Cake decorating equipment
- Stand mixer
- Kitchen utensils
- Food
- Cleaning supplies
- Kopycake sheets
- Kopycake ink

**Unit Skills**

Students will:

- Prepare a variety of healthy treats using whole foods, which are defined as:
  - foods found in nature, with minimal processing (as in flours, frozen, or canned), no additives and no chemicals.
  - recipes that contain flour must include 50% whole grain flours which include barley, spelt, wheat, rye, corn, bran, oats, brown rice flour, buckwheat, quinoa
  - only 1 recipe will contain processed sugars. Other sugars limited to agave nectar, honey, 100% pure maple syrup, fruit, date sugar, maple sugar, barley malt syrup, brown rice syrup
  - no box mixes may be used unless ingredients are 100% whole foods

		<ul style="list-style-type: none"> <li>○ as per food label</li> <li>○ fats may not include trans fats and will be limited to oils and butter</li> <li>● adjust recipes to increase nutrient values.</li> <li>● operate kitchen appliances safely: <ul style="list-style-type: none"> <li>○ food processor</li> <li>○ stand mixer</li> </ul> </li> </ul>
<p><b><u>Technology Resources</u></b></p> <ul style="list-style-type: none"> <li>● Computer lab with photoshop software for Kopykake</li> <li>● Kopykake projector</li> </ul>	<p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>● Extra materials</li> </ul>	<p><b><u>Enrichment/ELL</u></b></p> <ul style="list-style-type: none"> <li>● Opportunity to try other cake decorating techniques</li> </ul>

**Unit 2 – Nutrition, 20 days** [top](#)

**Standards**

***Nutrition and Wellness***

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- investigate nutritionally linked diseases and disorders.
- practice safe and sanitary methods to prepare foods.
- examine today’s science and technology influences on the food industry.

**Unit Objectives**

Students will be able to:

- explain how diseases and disorders are nutritionally linked to food intake
- identify whole food sources for a variety of nutrients
- create an informational publication analyzing a nutrient
- explain benefits of nutrients
- explore the use of whole foods in meal preparation
- create an 8<sup>th</sup> grade healthy eating habit
- discuss success of incorporating 7<sup>th</sup> grade’s healthy eating habit
- experience an overview of the Family and Consumer Science programs at a Fairfield High School

**Essential Question**

- How can I take food that is good for me and make it taste good?

**Focus Question**

- How do the nutrients in whole foods help me to live a long and healthy life?

**Assessments**

- Rubric based lab assessments
- Food products
- Informational publication

**Lesson Planning Resources**

- Audio visual supplies
- Equipment
- Media materials
- Stocked pantry
- Stocked kitchen labs
- Internet access and computer

**Materials/Resources**

- Measuring equipment
- Kitchen utensils and equipment
- Appliances
- Food
- Linens
- Paper goods
- Cleaning supplies
- Service ware

**Skill Objectives**

Students will:

- research nutrients in relationship to functions, sources and diseases
- prepare nutritionally well balanced whole foods meals
- evaluation of a healthy eating habit based on nutrient research
- operate kitchen appliances safely:
  - George Forman Grill

		<ul style="list-style-type: none"> <li>• apply knife skills and safety: <ul style="list-style-type: none"> <li>○ Mince</li> </ul> </li> <li>• practice basic meal preparation skills, techniques, and presentation: <ul style="list-style-type: none"> <li>○ Butterfly</li> <li>○ Stir fry</li> <li>○ Boil</li> <li>○ Simmer</li> </ul> </li> </ul>
<p><b><u>Technology Resources</u></b></p> <ul style="list-style-type: none"> <li>• Computer lab with Word/Publisher software</li> <li>• Access to the internet</li> </ul>	<p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Modified nutrient assignment</li> <li>• Alternative project presentations (ie:Podcast)</li> </ul>	<p><b><u>Enrichment/ELL</u></b></p> <ul style="list-style-type: none"> <li>• On-line games</li> <li>• Podcasts</li> <li>• Interactive challenges</li> </ul>

**Unit 3 – Origins of Foods, 15 days** [top](#)

**Standards**

*Nutrition and Wellness*

**Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.**

Students will:

- examine today’s science and technology influences on the food industry.

**Unit Objectives**

Students will be able to:

- research the origins of foods.
- value the cultural origins of foods.
- create a multi media presentation about the cultural origin of a whole food.

**Essential Question**

- Where does our food come from?

**Focus Question**

- What’s on my plate?

**Assessments**

- Food research project based on rubric
- Food products
- Rubric based lab assessments
- Response to Literature

**Lesson Planning Resources**

- Computer lab with Photostory or Power Point software
- Access to the internet

**Materials/Resources**

- Modified Origins of Foods assignment
- Alternative project presentations

**Unit Skills**

Students will:

- prepare a variety of cultural foods with whole foods that are defined as:
  - foods found in nature, with minimal processing (as in flours, frozen, or canned), no additives and no chemicals.
  - recipes that contain flour must include 50% whole grain flours which include barley, spelt, wheat, rye, corn, bran, oats, brown rice flour, buckwheat, quinoa
  - only 1 recipe will contain processed sugars. Other sugars limited to agave nectar, honey, 100% pure maple syrup, fruit, date sugar, maple sugar, barley malt syrup, brown rice syrup
  - no box mixes may be used unless ingredients are 100% whole foods as per food label
  - fats may not include trans fats and

		<p>will be limited to oils and butter</p> <ul style="list-style-type: none"> <li>• apply the principles of food safety and sanitation.</li> <li>• communicate ways class experiences in this unit have influenced opinions of cultural foods.</li> </ul>
<p><b><u>Technology Resources</u></b></p> <ul style="list-style-type: none"> <li>• Computer lab Photostory or Power Point software</li> <li>• Access to the internet</li> </ul>	<p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Modified project requirements</li> </ul>	<p><b><u>Enrichment/ELL</u></b></p> <ul style="list-style-type: none"> <li>• Alternative project presentations: PhotoStory, movies, Websites</li> </ul>