



**Dover Area School District Curriculum K-U-D
Middle School Family and Consumer Science**

Standards	Know	Understand	Do
<u>TOPIC: Food Science and Nutrition</u>			
Standard- 11.3.3.F Identify components of basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).	Identify the seven parts to a well written recipe. 1. Ingredients 2. Directions 3. Measurements 4. Container/ Equipment 5. Yield 6. Temperature 7. Time-- prep, cook and total time	Recipes include all of the information necessary to create a successful dish.	-Analyze a recipe to identify the seven parts of a recipe, as well as determine if the recipe is well-written.
Standard- 11.3.9.F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	-How to create a well-balanced meal for yourself and others. -The 6 serving considerations with plating aesthetics. 1. Color 2. Texture/Consistency 3. Shape 4. Arrangement 5. Garnish 6. Dinnerware	Chefs use aesthetics in their plating to present more attractive food and set the tone for the meal. Presentation and plating can draw attention to the specific ingredients in a dish, whether for aesthetic or practical reasons. When meal planning, consideration of budget, nutrition and variety in food is critical for both financial reasons and nutritional reason.	-Students design and calculate the price of a themed meal party that includes the following: 1. Finding Recipes 2. Calculate the amount of ingredients needed to serve 10 people. 3. Shop on a grocery store website such as Giant and calculate the price of their meals. 4. Adjust their recipes or substitute items if they go over budget. -Students focus on one part of the plating process and design a plate that demonstrates that.
Standard- 11.3.9.D Analyze relationships between diet and disease and risk factors (e.g. calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).	-The effects that consuming too much or too little of a particular nutrient can lead to disease or health conditions -Define deficiency	Chefs and dietitians create meals to well-balanced and take notice to diseases that may change their diet such as Type 1 Diabetes, PKU, etc. Diets may also cause health issues such as rickets, heart disease, etc.	-Research and define a specific disease or health condition and their relation to diet. through the the Eat for Health Project. This project includes the diet changes to improve life with a specific disease or health condition, causes of a specific health condition or disease, treatments, etc.
Standard - 11.3.6.E Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.	calories, carbohydrates, protein, fats, vitamins, minerals and water	Our bodies need essential nutrients such as calories, carbohydrates, proteins, fats, vitamins, minerals and water to survive. Understanding what they do for our bodies and how they are used is critical for health.	-Students are provided with a, "Day in a Middle Schooler's Life" that includes a sample day of food consumption, as well as activities that that used calories. Students will calculate the calories and evaluate. -Ted Ed Videos (Carbohydrates, Calories, Fats, Protein, Water, Vitamins and Minerals) -Vitamin and Mineral Speed Dating Activity (students research one vitamin and mineral and share with other students in a speed dating fashion) -Goosechase on types of fats
Standard- 11.3.12.D- Critique diet modifications for their ability to improve nutritionally-related health conditions.	-The effects that consuming too much or too little of a particular nutrient can lead to disease or health conditions -Define deficiency	Dietrians analyze diets and determine changes that may need to be made based on health conditions and diseases as well as maintaining a balanced, nutritional diet.	-Research and define a specific disease or health condition and their relation to diet. through the the Eat for Health Project. This project includes the diet changes to improve life with a specific disease or health condition, causes of a specific health condition or disease, treatments, etc.



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Standard- 11.3.12.C- Evaluate sources of food and nutrition information.	-Define and identify the six essential nutrients: protein, carbohydrates, fat, vitamins, minerals, and water.	Our bodies need essential nutrients such as calories, carbohydrates, proteins, fats, vitamins, minerals and water to survive. Understanding what they do for our bodies and how they are used is critical for health.	Complete a Nutrient Body project including: -Two food sources that provide each essential nutrient -A photo that represents what the nutrient does for the body. For example, placing a battery to represent that carbohydrates provides energy.
Standard- 11.3.6.D- Describe a well-balanced daily menu using dietary guidelines.	-MyFoodPlate (five food groups: protein, grains, dairy, fruit and vegetables) -Identify parts of a nutrition facts label: serving size, calories, nutrient, content. -Recognize nutrient content of various foods. -Select resources to aid in balanced meal planning. Vocabulary: Calories Essential Nutrients Nutrients Carbohydrates Protein Fat Minerals Vitamins Percent Daily Value Cholesterol Sodium Mise en Place	Having a well-balanced diet includes all parts of the MyFoodPlate (protein, grains, dairy, fruits and vegetables).	-Use MyFoodPlate Resources -Cut out pictures in a magazine to show foods that contain the five food groups.



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<p>Standard- 11.3.6.C- Analyze factors that affect food choices.</p>	<ul style="list-style-type: none"> -Identify parts of a nutrition facts label: serving size, calories, nutrient, content. -Recognize nutrient content of various foods. -Select resources to aid in balanced meal planning. <p>Vocabulary: Calories Essential Nutrients Nutrients Carbohydrates Protein Fat Minerals Vitamins Percent Daily Value Cholesterol Sodium Mise en Place</p>	<p>Students will demonstrate an understanding of various factors that affect nutritional requirements for every individual to promote good health.</p>	<ul style="list-style-type: none"> -Identify the five parts of MyPlate and choose appropriate foods for their categories. -Identify parts of a nutrition label. -Design a dinner meal that incorporates meal planning, plating appeal, sensory appeal, as well as budgetary considerations.
TOPIC: Kitchen Safety and Preparation			
<p>Standard - 11.3.6.B Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p>	<ul style="list-style-type: none"> -Proper temperatures of refrigerators, freezers, internal temperatures of various meats such as pork, beef, chicken, and fish. -Foodborne Illnesses -Cross Contamination -FAT TOM 	<p>Having knowledge of how bacteria spreads in the kitchen and what to do to prevent cross contamination allows for safe food and avoidance of foodborne illnesses.</p>	<ul style="list-style-type: none"> -Most Wanted Pathogen Activity -Proform safe food handling during food labs -Identify unsafe food handling
<p>Standard - 11.3.6.F Analyze basic food preparation techniques and food-handling procedures.</p>	<p>-Culinary Terms including but not limited to: whisk, cream, blend, knead, beat, etc.</p>	<p>To be successful when completing a recipe, it is important to know culinary terms and how to perform culinary techniques in order to prepare a dish.</p>	<ul style="list-style-type: none"> -Vocab activities such as the Pyramid Vocab game, Gimkits, Vocab ball toss, etc. -Execute the food labs using a recipe provided. -Recipe Analyzer



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Standard - 11.3.6.G Describe the physical, biological, and chemical changes that take place in food preparation.	<ul style="list-style-type: none"> -Leavening Agents -Biological Leavening Agents -Chemical Leavening Agents -Physical Leavening Agents -Acidic ingredients -The difference between baking soda and baking powder 	Understand that different ingredients cause various reactions in baking and cooking.	<ul style="list-style-type: none"> -Experiment with water bottles filled with various items and seeing the reaction of the balloon blowing up. One example is having 110 degree water in the water bottle with yeast and sugar in the balloon. Students see when the yeast and sugar are dropped into the water, the balloon slowly inflates. -Food Labs involving chemical leavening agents: Cookies, muffins, Biscuits -Food Labs involving biological leavening agents: Pizza & Soft Pretzels -Food Labs involving physical leavening agents: Cookies, Scrambled Eggs, Muffins, Biscuits, pizza, soft pretzels, etc.
Standard- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.	<ul style="list-style-type: none"> -Culinary Terms including but not limited to: whisk, cream, blend, knead, beat, etc. 	Having knowledge of culinary methods, use of kitchen appliances and kitchen safety allows for successful recipes and avoid foodborne illnesses.	<ul style="list-style-type: none"> -Vocab activities such as the Pyramid Vocab game, Gimkits, Vocab ball toss, etc. -Execute the food labs using a recipe provided. -Recipe Analyzer
Standard - 11.2.6 C Classify the components of effective teamwork and leadership.	<ul style="list-style-type: none"> -List safety and sanitation procedures for food labs. -Identify proper uses of kitchen equipment. -Identify parts of a recipe. -Recognize important roles in group food labs. -Identify the function of ingredients and how they affect the outcome of a food. 	Working collaboratively in the kitchens allow for a safe and effective food lab.	<ul style="list-style-type: none"> -Follow Safety and sanitation procedures in food labs. -Demonstrate proper measuring techniques. -Prepare a recipe on a time schedule. -Demonstrate teamwork and organizational skills. -Research foodborne illnesses to identify cause, prevention, symptoms and treatments.
TOPIC: Financial Literacy			
Standard - 11.1.3 C Define the components of a spending plan (e.g., income, expenses, savings).	<ul style="list-style-type: none"> -Student will define: budget, credit, deposit, income, expenses, net pay, gross pay, consumer rights, taxes -Differentiate between needs and wants. -Manage personal finances including, but not limited to savings, checking, credit, non-cash systems, investments, health insurance, car insurance, etc. -Compare and contrast various loan options (school loans, car loans, mortgage) and interest rates -Determine what factors affect a credit score. 	Becoming an informed consumer will increase overall satisfaction with acquiring, maintaining and returning goods and services. Making financial decisions enables the ability to make informed decisions when making purchases,	<ul style="list-style-type: none"> - "Apply" for a job by filling out an application. -Research: <ul style="list-style-type: none"> ----personalities and job careers that align ----level of education for various careers ----salaries vs. wage jobs -Review the steps of the decision making process. -Simulate a paycheck involving net pay, gross pay, and various things deducted from that pay.



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Standards	Know	Understand	Do
<p>Standard - 11.1.6.B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</p>	<ul style="list-style-type: none"> -Student will define: budget, credit, deposit, income, expenses, net pay, gross pay, consumer rights, taxes -Differentiate between needs and wants. -Manage personal finances including, but not limited to savings, checking, credit, non-cash systems, investments, health insurance, car insurance, etc. -Compare and contrast various loan options (school loans, car loans, mortgage) and interest rates -Determine what factors affect a credit score. 	<p>Becoming an informed consumer will increase overall satisfaction with acquiring, maintaining and returning goods and services. Making financial decisions enables the ability to make informed decisions when making purchases,</p>	<ul style="list-style-type: none"> -"Apply" for a job by filling out an application. -Research: <ul style="list-style-type: none"> ----personalities and job careers that align ----level of education for various careers ----salaries vs. wage jobs -Review the steps of the decision making process. -Simulate a paycheck involving net pay, gross pay, and various things deducted from that pay.
TOPIC: Balancing Family, Work and Community			
<p>Standard - 11.2.9 H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p>	<ul style="list-style-type: none"> -Students will problem solve every day issues to resolve conflicts with co-workers/peers, friends and family members. -Students will identify characteristics of a healthy relationship and unhealthy relationships. -Students will practice communicating when prompted with a difficult decisions or dilemma. 	<p>Being aware of how to communicate with others when prompted with difficult, or multi-step thought processing can promote a positive outcome.</p>	<ul style="list-style-type: none"> When provided with scenarios, students are able to identify healthy and unhealthy characteristics. Review the steps of solving a dilemma. Simulate a dialogue when prompted with a scenario using the practical reasoning methods of decision making.
<p>Standard - 11.2.9 C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p>	<ul style="list-style-type: none"> -Students will problem solve every day issues to resolve conflicts with co-workers/peers, friends and family members. -Students will identify characteristics of a healthy relationship and unhealthy relationships. -Students will practice communicating when prompted with a difficult decisions or dilemma. 	<p>Being aware of how to communicate with others when prompted with difficult, or multi-step thought processing can promote a positive outcome.</p>	<ul style="list-style-type: none"> When provided with scenarios, students are able to identify healthy and unhealthy characteristics. Review the steps of solving a dilemma. Simulate a dialogue when prompted with a scenario using the practical reasoning methods of decision making.
<p>Standard - 11.2.9 A Solve Dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> - Identify Situation -Identify reliable information -List choices and examine the consequences of each -Develop a plan of action -Draw conclusions -Reflect on decisions 	<ul style="list-style-type: none"> -Students will problem solve every day issues to resolve conflicts with co-workers/peers, friends and family members. -Students will identify characteristics of a healthy relationship and unhealthy relationships. -Students will practice communicating when prompted with a difficult decisions or dilemma. 	<p>Being aware of how to communicate with others when prompted with difficult, or multi-step thought processing can promote a positive outcome.</p>	<ul style="list-style-type: none"> When provided with scenarios, students are able to identify healthy and unhealthy characteristics. Review the steps of solving a dilemma. Simulate a dialogue when prompted with a scenario using the practical reasoning methods of decision making.