

GLUTEN FREE UNIT

Jessica Kestell



Foods & Nutrition ~11/12

~ February 2015 ~

◀ January

March ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Prep day	3 Prep day	4 Prep day	5 Prep day	6 Prep day	7
8	9 Family Day	10 FHN 11/12 Safety & Sanitation	11 FHN 11/12 DBL Blk Overview of Kitchen Rules Cupcake Dem w/ frosting	12	13 FHN 11/12 Valentine's Day Lab	14 Valentine's Day 
15	16 FHN 11/12 – unit 1 Food Fads	17 FHN 11/12 Introduce Gluten Free	18 FHN 11/12 DBL Blk Gluten Free Demo – Eggs Benny / Introduce project	19	20 Pro-D Day	21
22	23 FHN 11/12 Eggs Benny LAB	24 FHN 11/12 Cauliflower pizza Demo	25 FHN 11/12 DBL Blk Project work / Cauliflower pizza LAB	26	27 FHN 11/12 Project work	28

~ March 2015 ~

February

April ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 FHN 11/12 Brownie Demo	3 FHN 11/12 Brownie LAB	4 FHN 11/12 DBL Blk Project Presentations	5	6 FHN 11/12 Clean up	7
8	9	10	11	12	13	14
		SPRING BREAK				
15	16	17	18	19	20	21
		SPRING BREAK				
22	23	24	25	26	27	28
29	30	31	Notes:			

Name: Jessica Kestell

Subject / Grade: Foods and Nutrition 11/12

Unity: Food Fads - Gluten Free

Introduction:

A3 - demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment

A4 - evaluate new technologies available for food preparation

A5 - devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups

A6 - adapt ingredients and methods to create original recipes

B2 - choose and demonstrate appropriate cooking methods for particular products

C1 - apply principles from *Eating Well with Canada's Food Guide* and other reliable sources to analyse menus and make recommendations for particular dietary needs

C3 - analyze implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements

C4 – modify and test recipes to improve their nutritional value

C5 - critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods

D1 analyse the effect of food marketing practices on consumer behaviour

D2 demonstrate an awareness of environmental and health issues related to the production and consumption of food

Summative Assessment

Assessment will be based upon preparedness for class: Being prepared for labs, having a notebook for demonstration and lesson days.

Students will self assess throughout the course, have peer reviews, and instructor feedback.

Assessment will be rubric based as opposed to number grades, practical work (labs), and project presentation

Students will upload onto Freshgrade for marks

Resources: Joe Tong, Fraser Heights; online databases; BC Ministry PLO's

Lesson Topic Subject PLO's	Specific Lesson Objectives	Teacher Activities	Student Activities	Assessment	Materials
<p>February 16 Food Fads Intro PLO: C1 - apply principles from <i>Eating Well with Canada's Food Guide</i> and other reliable sources to analyse menus and make recommendations for particular dietary needs C2 demonstrate an understanding of the importance of energy balance C3 - analyze implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements C4 – modify and test recipes to improve their nutritional value</p>	<p>- have knowledge of different food fads or diet trends in our food industry - be able to identify some characteristics of each diet trend - have a broader understanding of why people follow a diet, specific trend</p>	<p>Discuss Food Fads, What are they? Discuss different types of diet trends and how they can affect peoples eating habits. Are they healthy? Unhealthy? Guiding Questions: What are food fads? What are Diet trends?</p>	<p>JIGSAW: Each group will get a category. With an article I have given them, and with the Ipads they will research key characteristics and nutrition facts about each. What can you tell us about this Food Fad? Why are they popular? Are they harmful or positive to our health?</p>	<p>Informal assessment: check for prior learning throughout activities What do they already know?</p>	<p>Laptop Jigsaw materials</p>
<p>February 17 Gluten Free Intro PLO: C3 - analyze implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements C4 - modify and test recipes to improve their nutritional value C5 - critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods D2 - analyse global and environmental health issues related to the production and consumption of food</p>	<p>- understand why there are dietary restrictions around gluten - identify health risks of gluten - Construct their own ideas around gluten free, or not</p>	<p>Recap the day before, and different diet trends. Concept attainment: 1 ziplock baggies (5-6 groups) each baggie has a list of words, with ether gluten or non gluten ingredients. Students are to try and identify which are gluten, and which are not Power point – gluten free What is Gluten? Health benefits? How does it affect peoples lives?</p>	<p>Group work: Concept attainment activity Students to arrange the words in to categories Debrief: So what are some categories you came up with? *allow time for students to answer and share why they chose their categories* If there are words that you do not understand that is ok? What are some unfamiliar words to you? Make a list</p>	<p>Participation will be assessed during class discussion and group activities</p>	<p>Paper Markers</p>

<p>February 18 DEMO: Quinoa Eggs Benny PLO: A6 - adapt ingredients and methods to create original recipes B2 - choose and demonstrate appropriate cooking methods for particular products D1 -analyse comparative costs of convenience, restaurant, and self-prepared foods D2 - analyse global and environmental health issues related to the production and consumption of food</p>	<ul style="list-style-type: none"> - Follow instruction throughout the demonstration - Identify new ingredients used in the recipe and it's nutrition properties 	<p>Demonstrate full lab of Quinoa Eggs Benny: explain health benefits of this recipe. Give brief overview of nutrient properties of this meal</p>	<p>Students will write out recipe and instructions as I demonstrate.</p> <p>This will be their Entrance Slip into the Lab next class.</p>	<p>Looking at students engagement throughout this first demonstration.</p> <p>Are they paying attention? Am I engaging? Have I kept their attention throughout? Formative assessment will be done during lab</p>	<p>See recipe for ingredient prep</p>
<p>February 18 Introduce Inquiry Project C1 apply principles from <i>Eating Well with Canada's Food Guide</i> and other reliable sources to analyze menus and make recommendations for particular dietary needs C2 demonstrate an understanding of the importance of energy balance C3 analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods D1 analyse comparative costs of convenience, restaurant, and self-prepared foods D2 analyze global and environmental health issues related to the</p>	<ul style="list-style-type: none"> - students will begin to formulate ideas around their topic - thinking about what we have been discussing around Gluten Free and Food Fads, what is an area of exploration for you into this topic? Passion, knowledge, unknowns - apply knowledge learned throughout the unit - examine different beliefs and arguments as to why people eat the things they do - Develop information retrieval plan Locate and collect resources Select relevant information Evaluate information 	<p>Explain the project: go over hand out What is inquiry? Show inquiry Model How can you make this project successful? Off the top of your head what might be a direction you are considering?</p> <p>Explain the Inquiry based project: research</p>	<p>Students will use this class time to begin to develop their chosen topic for the inquiry project</p> <ul style="list-style-type: none"> - students may use this time to speak with peers, teacher, librarian to formulate an idea/direction for their topic - using the outline provided begin to outline their ideas and research <p>-Discuss assignment -Students have time to play with ipads -Talk about different forms of presentations</p>	<p>Rubric – Self-assessment and peer feedback</p>	<p><i>ipads</i></p>

production and consumption of food D3 demonstrate an understanding of formal table etiquette					
February 20 LAB: Quinoa Eggs Benny PLO: A3 - demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment A4 - evaluate new technologies available for food preparation A5 - devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups	- show their understanding of organization and time management in lab - demonstrate proper use of kitchen equipment - recall steps from previous days demonstration to accurately execute the Lab	Have students get into units. Instruct where ingredients are that they will not find in their units	Students will come to class ready to do the Quinoa Eggs Benny Lab - Take picture of finished product upload to Freshgrade: Along with photo students will comment analyzes presentation and plating of dish http://web.freshgrade.com/students-home/	Assessment will be on: Preparedness (HAH, in unit and ready to work) I will be looking for participation throughout this lab. Finished product / self-assessment analysis of plating Recipe Entrance Slip Clean up	All ingredients for recipe (for all units)
February 24 DEMO: Cauliflower pizza PLO: A6 - adapt ingredients and methods to create original recipes B2 - choose and demonstrate appropriate cooking methods for particular products D1 -analyse comparative costs of convenience, restaurant, and self-prepared foods D2 - analyse global and environmental health issues related to the production and consumption of food	- Follow instruction throughout the demonstration - Identify new ingredients used in the recipe and it's nutrition properties - ELL students will have kitchen identification sheet	Cauliflower Pizza Demo Prepare infographic for recipe - students will follow along, taking personal notes for accurate measurements and ingredients Demonstrate how to make a cauliflower pizza. Cauliflower is the crust	- Using		See recipe for ingredient prep
February 25 LAB: Cauliflower pizza PLO:	- show their understanding of organization and time management in lab	Prep what is needed for lab, make sure students have what they need that they may not	Students will come to class ready to do the cauliflower pizza recipe	Preparedness (apron, hair tied back for those	All ingredients for all units

<p>A3 - demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment</p> <p>A4 - evaluate new technologies available for food preparation</p> <p>A5 - devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups</p>	<ul style="list-style-type: none"> - demonstrate proper use of kitchen equipment - recall steps from previous days demonstration to accurately execute the Lab - follow and understand steps in info-graphic 	<p>have in their unit.</p>	<p>Take picture of finished product upload to Freshgrad: Along with photo students must comment assigned questions http://web.freshgrade.com/students-home/</p>	<p>with longer hair, in unit and ready to work) *I will always be looking for this</p> <p>Create FreshGrade assignment: <i>Reflection on the use of info graphic for Cauliflower pizza?</i> <i>Differentiate nutrient properties of cauliflower pizza and reg. dough pizza.</i> <i>Upload photo of finished project for portfolio</i></p>	
<p>February 25 Project work PLO: A5 - demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)</p>	<p>Establish a focus for inquiry Choose pertinent information Record information Make connections and inferences</p>	<p>Project work will be the remainder of class. Time to ask me any questions - begin meetings with groups/individuals to explain topic and direction</p>	<p>Students will use class time to work on their projects.</p> <p>At this point organizer should be completed. Beginning to translate research into more concise thoughts</p>	<p>Consideration for use of class time</p>	<p>Ipads</p>
<p>Feb 27 Project work PLO: A5 - demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)</p>	<p>Identify a topic area for inquiry Identify possible information sources Identify audience</p>	<p>Project work will be recommended use of class time, or to finish any other assignments of class. Time to ask me any questions</p>	<p>Students will use class time to work on their projects, or any other unfinished assignments.</p>		<p>Ipads</p>

<p>March 2 DEMO: Fudgy Gluten free black bean Brownie PLO: A6 - adapt ingredients and methods to create original recipes B2 - choose and demonstrate appropriate cooking methods for particular products D1 -analyse comparative costs of convenience, restaurant, and self-prepared foods D2 - analyse global and environmental health issues related to the production and consumption of food</p>	<p>- Follow instruction throughout the demonstration - Identify new ingredients used in the recipe and it's nutrition properties - analyze recipes to determine nutrient values and budget</p>	<p>Demo how to make Fudgy Gluten Free Brownies Discuss the new use of equipment: Food Processor Show how it works Talk about the parts of the food processor and safety instructions</p> <p>Continue with Demo</p>	<p>Students will create an infographic instead of written recipe as I demonstrate. This will be their Entrance Slip into the Lab next class</p> <p>Exit slip for lab– Brownie comparison Students will find a traditional brownie recipe and compare the nutrient value and cost of the Fudgy Gluten free brownie.</p> <p>Post Assignment to Freshgrade</p>	<p>Was the assignment uploaded onto Freshgrade on time? Was it completed? Did their analysis fair accurately?</p>	<p>See Brownie recipe for ingredients</p>
<p>March 3 LAB: Fudgy Gluten free black bean brownies PLO: A3 - demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment A5 - devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups C5 - critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods D1 - analyse comparative costs of convenience, restaurant, and self-prepared foods</p>	<p>- show their understanding of organization and time management in lab - demonstrate proper use of kitchen equipment - recall steps from previous days demonstration to accurately execute the Lab</p>	<p>Prep what is needed for lab, make sure students have what they need that they may not have in their unit.</p> <p>Remind them about food processor safety</p>	<p>Entrance slip: recipe</p> <p>Student get in to units and start cooking</p> <p>- Take picture of finished product upload to Freshgrad with comparison analysis of nutrients of gluten free brownie to traditional brownie. http://web.freshgrade.com/students-home/</p>	<p>Entrance Slip, preparedness (apron, hair tied back for those with longer hair, in unit and ready to work)</p> <p>Infographic posted to Freshgrade, used during class for recipe</p> <p>LAB: looking for organization</p>	<p>Food Processors</p>

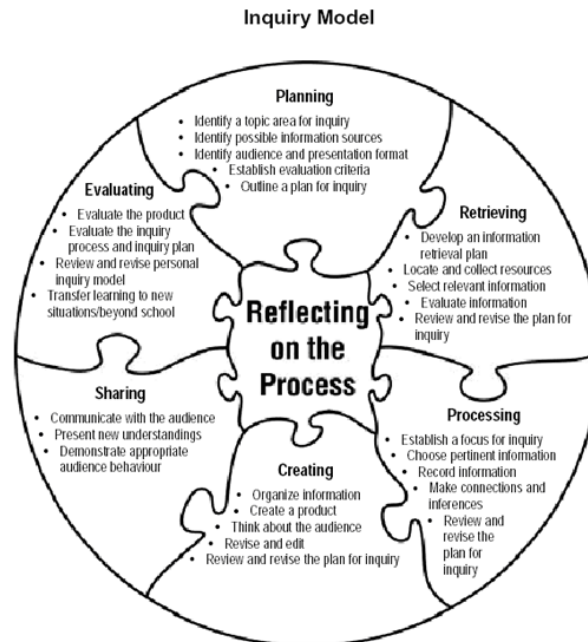
<p>March 4 Presentations PLO: A5 - demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)</p>	<p>Communicate with the audience Present new understandings Demonstrate appropriate audience behaviour</p>	<p>Circle sharing - students will present in pairs to another individual or group - using rubrics I will be walking throughout the presentations making notes and engaging in discussion with students</p>	<p>All class Students will explain present their project 5-6 times, 5 min each - they will be taking note on each presented group and then writing a brief reflection on their view and value of the project/presentations</p>	<p>Accuracy to reach goal of assignment - all students will hand in presentation 1st day. Must be submitted on freshgrade if possible - participation in presentation I will be marking on Met Expectations - Rubic</p>	<p>Ipads Projector</p>
<p>March 6 CLEAN Up</p>	<p>- demonstrate organization and initiative</p>	<p>On board: assign pairs for different tasks</p>	<p>Students will help clean up before spring break</p>		

~ SPRING BREAK ~

Foods and Nutrition 11/12 – Inquiry Project

Big Question: Why do people eat the things they do?

Define, explore, create, and share your answer this question. You will be working with an inquiry model to structure this project. Work individually, in partnerships, or in a group. Follow the planning model below to structure your thoughts and project.



Inquiry Model

<p>Planning</p> <p>Identify a topic area for inquiry Identify possible information sources Identify audience and presentation format Establish evaluation criteria</p>	<p>Retrieving</p> <p>Develop information retrieval plan Locate and collect resources Select relevant information Evaluate information</p>	<p>Processing</p> <p>Establish a focus for inquiry Choose pertinent information Record information Make connections and inferences</p>
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Outline a plan for inquiry	Review and revise the plan for inquiry	Review and revise the plan for inquiry
<p align="center">Creating</p> Organize information Create a product Think about the audience Revise and edit Review and revise the plan for inquiry	<p align="center">Sharing</p> Communicate with the audience Present new understandings Demonstrate appropriate audience behaviour	<p align="center">Evaluating</p> Evaluate the product Evaluate the inquiry process, and inquiry plan Review and revise personal inquiry model Transfer learning to new situations beyond school

Planning Sheet

What is your topic area for the big question? *(What is your focus for investigating the big question?)*

My topic is:

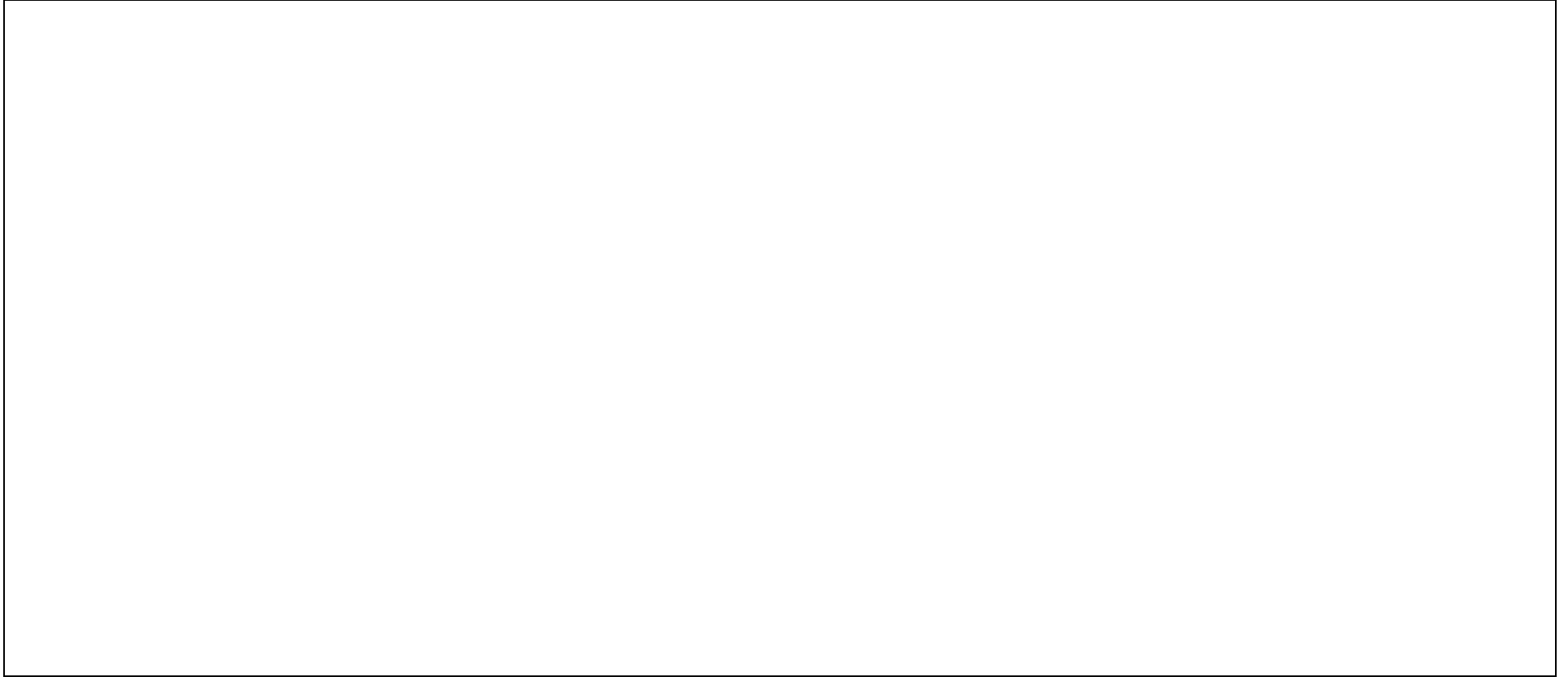
My research question is:

What will you use as your sources? *(What will you use to support your project and claims?)*

Who is your audience? *(What group of people is the project geared towards?)*

What will your project look like? *(What form will it take?)*

What is your plan for inquiry? (*What steps will you take to investigate the question?*)

A large, empty rectangular box with a thin black border, intended for a student to write their plan for inquiry. The box is currently blank.

Retrieved from Joe Tong, Fraser Heights (2014)