FOOD SCIENCE AND NUTRITION GRADE 7
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Food Science and Nutrition

Basic Knowledge of food science and nutrition.

II. INSTRUCTIONAL TIME:

Class Periods: Grade 7
Length of Class Periods (minutes):
Length of Course: Approximately 5 weeks
Unit of Credit:
Course Weight:

PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG)
PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG)
DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 11.3 Food Science and Nutrition

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS *(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺*	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 11.3.9.A Explain how scientific and technologies development enhances our food supply (e.g., food preservation techniques, packaging, nutrient fortification).	**<u>Food Science and Nutrition</u>** 1.Food Supply • Video • Diagram • Web Quest 2. Food Packaging • Manipulative • Design a food package 3. Food Preservation • Video • Food Lab 4. Labeling • Manipulative • Diagram 5. Nutritional Fortification • Vocabulary • Notes • Student Project <u>Extensions;</u> Contact the University for the latest if food product development.	Teacher Created Materials Web Quest Scientific experiment conducted by student Homework Classroom Project Notebook	Video "Dining on DNA" Web Quest Teacher Designed Activity Concept Maps

	Correctives: Modify above activities to accommodate different learning styles, teacher assistance.		

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Academic Content Standard # 11.3 Food Science and Nutrition

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS *(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺*	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 11.3.9.D Analyze relationship between diet and disease and risk factor (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).	6. 5 Food Groups • Video • Graphic Organizer 7. Food Guide Pyramid • Vocabulary • Diagram • Concept Map • Video 8. Dietary Guidelines • Vocabulary • Graphic Organizer • Web sights • Handouts • Research diet and disease • Web Quests <u>Extensions:</u> Research the latest technology on diet and disease. <u>Correctives:</u> Modify above activities to accommodate different learning styles, teacher assistance.	Notebook Class participation Teacher Assessment Test Teacher Observation	Teacher Prepared Materials Internet Access Concept Maps Videos Inspiration - Graphic Organizers

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 11.3 Food Science and Nutritons

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS *(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺*	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 11.3.9.E Analyze the energy requirements, nutrient requirements and body composition for individuals at various states of the life cycle.	9. Food Energy (Calories, balance, BMI, Nutrients, Input vs. Output) • Vocabulary • Concept Maps • Diet recall • Handouts • Web quest • Web sights <u>Extensions:</u> Do a nutritional analysis of a grandparent <u>Correctives:</u> Modify above activities to accommodate different leaning styles, teacher assistance.	Teacher Designed Activities Teacher Assessment Teacher Observation Homework Notebook Web Quest	Web Access Concept Maps Teacher Prepared Materials Web Quests

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 11.3Food Science and Nutrition, 11.2Balancing Family, Work and Community Responsibility

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS *(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺*	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
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). **11.2.9.C** Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.	10. Meal Management 1. Volume 2. Weight 3. Fractions 4. Recipes 5. Ingredients 6. Directions 7. Safety 8. Sanitation 9. Balanced nutrition 10. Sensory appeal 11. Cost 12. Time management 13. Safety <u>Extension:</u> Prepare a nutritious, well-balanced meal at home and have a parent e-mail the teacher about the meal. <u>Correctives</u>: Modify above activities to accommodate different learning styles,	Labs Experiments Teacher Designed Activities Homework	Video Teacher P Concept Maps Lab

	teacher assistance.		

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #11.3 Food Science and Nutrition, 11.2.9.A Balancing Family, Work and Community Responsibility

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS *(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺*	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 11.2.9.A Solve dilemmas using a practical reasoning approach • Identify situation • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusions • Reflect of decisions. **1.3.9.G** Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	11. Food Labs	Teacher Designed Activities Teacher Observation Product	Lab Food Equipment