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| **1.** **identify and explain the interrelationships among food choices, nutrients and wellness** | | |
| The Goal | | What I did | Teacher approval |
| *1.1 identify sources and explain functions of the leader nutrients, including:* | | | |
| 1.1.1 water | |  |  |
| 1.1.2 carbohydrates; e.g., sugar, starch, cellulose | |  |  |
| 1.1.3 proteins | |  |  |
| 1.1.4 fats | |  |  |
| 1.1.5 fat-soluble vitamins | |  |  |
| 1.1.6 water-soluble vitamins | |  |  |
| 1.1.7 minerals | |  |  |
| 1.2 explain the effects of cooking and processing of leader nutrients | |  |  |
| *1.3 describe the relationship of food choices with:* | | | |
| 1.3.1 wellness | |  |  |
| 1.3.2 illness; e.g., heart disease, cancers, diabetes, obesity, eating disorders | |  |  |
| **2.** **describe the importance of health issues and eating habits** | | | |
| *2.1 apply healthy food choices in relation to* | | | |
| 2.2 determine individual dietary requirements | |  |  |
| 2.3 create a personal dietary analysis | |  |  |
| 2.4 recognize alternative and culturally diverse menus | |  |  |
| 2.5 identify correct serving sizes | |  |  |
| 2.6 provide examples of healthy snacks and how they relate to the food groups | |  |  |
| 2.7 design and analyze a balanced meal in relation to: | |  |  |
| 2.7.1 food groups | |  |  |
| 2.7.2 leader nutrients | |  |  |
| **3.interpret nutrition information** | | | |
| 3.1 analyze reliable and unreliable nutrition information | |  |  |
| 3.2 examine and interpret information on food labels or other sources | |  |  |
| **4.** **demonstrate knowledge and skills in the planning, preparing and evaluating of nutritious foods** | | | |
| *4.1 prepare, compare and/or analyze a minimum of five recipes that emphasize:* | | | |
| 4.1.1 the four food groups and related nutrients | |  |  |
| 4.1.2 a modified recipe; e.g., fibre content, fat content, type of fat, sugar content | |  |  |
| 4.1.3 use in a meal | |  |  |
| 4.2 complete a nutritional analysis of one prepared recipe | |  |  |