

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

## CHEESY FLORET SOUP

### Ingredients

- 1  $\frac{1}{2}$  cups fresh broccoli florets
- 1  $\frac{1}{2}$  cups fresh cauliflower florets
- 1 celery rib, minced
- $\frac{1}{2}$  small onion, chopped
- 1 cup water
- $\frac{1}{4}$  teaspoon celery salt
- 2 tbsp butter
- 2 tablespoons flour
- 2 cups milk
- 1  $\frac{1}{2}$  cups shredded cheddar cheese

### Directions

1. In a large saucepan, combine the first six ingredients. Bring to a boil. Reduce heat; cover and simmer for 10-12 minutes or until vegetables are tender-crisp.
  2. Meanwhile, in a small saucepan, melt butter; stir in flour until smooth and begins to brown slightly. Gradually stir in milk. Bring to a boil; cook and stir for 2 minutes or until thickened.
  3. Reduce heat; add cheese. Cook and stir until cheese is melted. Drain vegetables; add cheese sauce and heat through.
  4. Bacon bits can be used as a garnish.
- 

### Let's Review:

1. What ingredients create a roux? \_\_\_\_\_
2. What is the purpose of a roux? \_\_\_\_\_
3. What type of base does today's soup have? \_\_\_\_\_
4. Which mother sauce was used to create today's soup? \_\_\_\_\_
5. In the following chart, identify where each ingredient of today's soup should go.

Grains	Fruit	Vegetables	Milk	Protein	Fat and Oil



Group # \_\_\_\_\_

Hour \_\_\_\_\_

## CREATE YOUR OWN CASSEROLE

Learn to make a casserole from ingredients you have on hand. This is a great way to use up leftovers. Select a food from each of the following categories:

Protein (base)	$\frac{1}{2}$ lb (cubed ham, chicken, beef, eggs, turkey, tuna, etc.)
Sauce (binder)	Choose either a Béchamel or Tomato sauce
Vegetables	1 - 2 cups (peas, carrots, broccoli, corn, etc.)
Pasta, rice, or Potato (extender)	2 cups uncooked pasta (macaroni, spaghetti noodles, etc.) OR 1 cup uncooked rice OR 4 cups potatoes
Topping	$\frac{1}{2}$ cup (potato chips, bread crumbs, corn flakes, crackers, cheese, etc.)

CASSEROLE NAME \_\_\_\_\_

	INGREDIENT CHOSEN	AMOUNT
Protein		
Sauce		
Vegetables		
Pasta, rice, or potato		
Topping		
Cheese in the sauce?		
Herbs?		
Anything else...		

1. Gather ingredients
2. Create your sauce while working on other parts of the casserole.
3. Brown meat and drain fat from meat if necessary (an onion browned with the meat adds a lot of flavor).
4. Cook pasta, rice, or potatoes and vegetables (if needed—remember to slightly undercook pasta and rice)
5. Combine or layer meat, pasta or potatoes, sauce, and vegetables. Sprinkle top with topping.
6. Cover and cook in oven for 30-45 minutes (350 degrees), or microwave on 100% power for 18-20 minutes. If your casserole is watery after 20 minutes of cooking, remove the cover and finish cooking (this will help the liquid to thicken).

Name: \_\_\_\_\_

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## NUTRITION AND WELLNESS PORTFOLIO

### Rubric

						Points
<b>Project Identification Page</b> 0-2 points	<b>0</b> None provided	<b>1</b> Project ID page is present but does not contain all the elements required or includes decorations	<b>2</b> Project ID page is present, no decorations, includes your name, the date, and your project title			
<b>Table of Contents</b> 0-2 points	<b>0</b> None provided	<b>1</b> Table of Contents is present but is not accurate	<b>2</b> Table of Contents is present and accurate			
<b>Divider Pages</b> 0-3 points	<b>0</b> None provided	<b>1</b> More than 7 divider pages are present	<b>2</b> No more than 7 divider pages are present but do not contain a title or section name	<b>3</b> No more than 7 divider pages are present and contain a title or section name		
<b>Subject Profile</b> 0-8 points	<b>0</b> Not provided	<b>1-2</b> Profile is included	<b>3-4</b> Profile has some evidence of self assessment	<b>5-6</b> Profile has a great deal of self-assessment	<b>7-8</b> Profile has a great deal of self-assessment and specific examples in the profile	
<b>Nutrition &amp; Wellness Research</b> 0-10 points	<b>0</b> Not provided	<b>1-2</b> Some research done but incomplete information	<b>3-4</b> Research is current but from unreliable sources and does not adequately cover the topic and/or there are less than 3 health and 3 wellness issues discussed	<b>5-6</b> Research is current, appropriate for topic, from reliable sources, but does not adequately cover the topic and/or there are less than 3 health and 3 wellness issues discussed	<b>7-8</b> Research is current, appropriate for topic, from reliable sources, and adequately covers the topic and/or there are less than 3 health and 3 wellness issues discussed	<b>9-10</b> Research for 3 health and 3 wellness issues. Research is current, from reliable sources, documented correctly, and extensively covers the topic
<b>Nutrition &amp; Wellness Tracking</b> 0-3 points	<b>0</b> No nutrition and wellness tracking shown	<b>1</b> Incomplete tracking or not current or appropriate for project	<b>2</b> Complete tracking with screenshots of most days provided.	<b>3</b> Complete tracking with screenshots of all 7 days provided.		

<b>Nutrition &amp; Wellness Concerns</b> 0-3 points	<b>0</b> No concerns listed		<b>1</b> Concern are addressed		<b>2</b> Concerns are outlined and some reflection on ways to improve if necessary are outlined		<b>3</b> Concerns are outlined and significant reflection on ways to improve if necessary are outlined		
<b>Nutrition &amp; Wellness Goals</b> 0-5 points	<b>0</b> No goals stated	<b>1</b> 1-3 goals are stated, but are not appropriate or are not consistent with the students concerns	<b>2</b> 3-5 appropriate goals are stated	<b>3</b> 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	<b>4</b> 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	<b>5</b> 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included and screenshot report is included			
<b>Nutrition Plan</b> 0-2 points	<b>0</b> Not provided		<b>1</b> Plan is included		<b>2</b> Plan is included and complete				
<b>Wellness Plan</b> 0-5 points	<b>0</b> Not Provided	<b>1</b> Limited plan provided	<b>2</b> Plan provided with no value or variety in experiences	<b>3</b> Plan provided and explained. Little variety or value in experiences	<b>4</b> Adequate plan provided with good variety and value of experiences	<b>5</b> Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easy to understand			
<b>Implementation and Reflection</b> 0-5 points	<b>0</b> None included	<b>1</b> Activities poorly documented, though reflection provided	<b>2</b> Activities are adequately documented	<b>3</b> Activities are adequately documented and partial reflection on results	<b>4</b> Activities are adequately documented and reflection provided	<b>5</b> Activities are effectively documented, reflection provided and recommendation for change included			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains many grammatical or spelling errors or is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with few grammar and spelling errors		<b>3</b> Neat, legible, and professional, correct grammar and spelling used; effective organization				

Subtotal: \_\_\_\_\_

Subtotal x 2.5 =

/110 points

# NUTRITION AND WELLNESS PORTFOLIO

Assignment (110 points)

This is a long-term project. You will track food intake and physical activity for a week then determine goals and strategies for improving your overall health. Most will be done at home and some will be done in class. You may choose to create an electronic portfolio or a hardcopy portfolio. Here are the specifications for each type of portfolio followed by specific instruction for each section:

## Hardcopy Portfolio

This is a collection of materials used to document and illustrate the work of this project. Materials must be contained in a binder with divider pages and tabs.

## Electronic Portfolio

This will also be a collection of materials used to document and illustrate the work of this project. This can be either in PowerPoint, Prezi, or any other electronic format that can be viewed by Mrs. Brooks.

\*Please use both this specification sheet and the rubric to help you complete this project to the best of your ability. The rubric must be turned in with the completed assignment.

1 page or 1 slide	<i>Project Identification Page</i>	Plain paper or slide with no graphics or decorations; must include your name, the date, and your project title.
1 page or 1 slide	<i>Table of Contents</i>	List the parts of the portfolio in the order in which the parts appear.
0-7	<i>Divider Pages or Sections</i>	Use up to 7 divider/section pages or slides. These pages may be tabbed (if it's a hardcopy portfolio) they should contain a title or section name. They may have graphic elements and/or page numbers but nothing else.
Up to 35 pages or 45 slides	<i>Subject Profile</i>	Through self-assessment, detail your own nutrition and wellness, including past and current nutrition and wellness information.
	<i>Nutrition &amp; Wellness Research</i>	Research recommendations for nutrition and wellness using, but not limited to the resources listed at the end of this document. All resources must be cited. Determine at least three key nutrition issues and three key wellness issues that relate to you, and then elaborate on current information about each item. Research should be summarized in no more than two pages or three slides.

Up to 35 pages or 45 slides	<i>Nutrition &amp; Wellness Tracking</i>	Track current nutritional intake and wellness activity for one week (seven consecutive days) 1. Go to: <a href="http://www.choosemyplate.gov/SuperTracker">http://www.choosemyplate.gov/SuperTracker</a> 2. Create an account 3. If the student is outside a healthy weight range, choose the option to move to a healthy weight 4. Using the Food Tracker tool, complete the tracking information for both food intake and physical activity for one week 5. The student should screenshot each day of tracking and include them in the portfolio
	<i>Nutrition &amp; Wellness Concerns</i>	Outline the concerns discovered from your one week of tracking. This can include health concerns, personal nutrition goals, wellness goals, etc.
	<i>Nutrition &amp; Wellness Goals</i>	Develop three to five goals for the project and steps that should be taken to reach the goals. Using the SuperTracker tools “My Top 5 Goals” and “My Reports”, include in the portfolio screenshots or a PDF of your report related to your goals.
	<i>Nutrition Plan</i>	Develop a nutrition plan that includes two weeks worth of menus that meet your nutritional needs. The nutrition plan should be realistic to your schedule and include suggestions for meals not eaten with your family or are eaten at school.
	<i>Wellness Plan</i>	Develop one recommended wellness plan that will meet your needs and help realize your goals. This should be a two-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).
	<i>Implementation and Reflection</i>	Implement your plan and reflect on the process and results of doing so.
	<i>Appearance</i>	The portfolio must be neat, legible, and professional and use correct grammar and spelling.

## Resources

- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- [www.letsmove.gov](http://www.letsmove.gov)
- [www.fitness.gov](http://www.fitness.gov)
- [www.usda.gov](http://www.usda.gov)
- [www.fda.gov](http://www.fda.gov)
- [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- [www.strength.org](http://www.strength.org)

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

## NUTRITION THROUGH THE LIFECYCLE CHILDREN'S BOOK

You will create a children's book explaining how nutrition needs change throughout a lifetime. You need to create at least a page for each of the 5 stages of the lifecycle.

- The book should have a cover with a title.
- It should have an opening to catch the reader and a closing to wrap up the story.
- The book needs to include illustrations. You can get pictures from magazines, the internet (site your sources) or you can draw your own.
- Information can come from your class notes or the textbook (pgs. 176-186).
- The book should be simple enough for a 5-8 year-old child to understand. Please be specific. **For example**, instead of saying, "Eat healthy." Say, "Eating healthy means we eat vegetables and fruit."

How you will be graded:

Stage	Info is simple (1 pts each)	Information is accurate (1 pts each)	3 or more stage-specific guidelines (3 pts each stage)	Total (5 pts)
Prenatal & Pregnant Women				
Infancy (birth to 12 mo)				
Childhood (12 months to 11yrs)				
Adolescence (12 to 21)				
Adulthood (22-60)				
Seniors (60+)				

Neatness (5 pts) \_\_\_\_\_

Creativity (5 pts) \_\_\_\_\_

Color/pictures used (5 pts) \_\_\_\_\_

Opening (5 pts) \_\_\_\_\_

Closing (5 pts) \_\_\_\_\_

Total Possible \_\_\_\_\_ 55 points



Name \_\_\_\_\_

### Knife Skills

Directions: Present the following items to your instructor to complete Performance Objective 2, (Utilizing knife skills, demonstrate 4 of the 6 knife cuts- Julienne, Brunoise, Small Dice, Medium Dice, Chiffonade, Diagonal).

\_\_\_\_\_ ½ potato Small diced (1/4" x 1/4" x 1/4")

\_\_\_\_\_ ½ potato medium diced (1/2" x 1/2" x 1/2")

\_\_\_\_\_ carrot cut Julienne (1/8" x 1/8" x 2")

\_\_\_\_\_ carrot cut Brunoise (1/8" x 1/8" x 1/8")

\_\_\_\_\_ carrot cut diagonal

\_\_\_\_\_ 2 spinach leaves chiffonade



Name \_\_\_\_\_ Knife Skills

Directions: Present the following items to your instructor to complete Performance Objective 2, (Utilizing knife skills, demonstrate 4 of the 6 knife cuts- Julienne, Brunoise, Small Dice, Medium Dice, Chiffonade, Diagonal).

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\_\_\_\_\_ carrot cut diagonal

\_\_\_\_\_ 2 spinach leaves chiffonade



Kitchen: \_\_\_\_\_ Period: \_\_\_\_\_

Kitchen Members: \_\_\_\_\_

Today, you are going to participate in a practical test.

You will be making the following without knowing the recipe title.

Extra lab assignment \_\_\_\_\_

**It is your responsibility as a kitchen to read and follow the instructions very carefully so the final product will turn out properly.**

ONE person will bring a tray to gather supplies at the supply table; bring your own measuring spoons, cups, etc. to measure in. NO supplies in their own containers will leave the supply table.

**You need cut the recipe in half.** Write the new amount to the left for the needed amounts.

\_\_\_\_\_ **4 cups flour**  
\_\_\_\_\_ **8 teaspoons baking powder**  
\_\_\_\_\_ **1/2 Tbsp salt**  
\_\_\_\_\_ **2/3 cup sugar**  
\_\_\_\_\_ **1 cup butter**  
\_\_\_\_\_ **¼ cup shortening**  
\_\_\_\_\_ **1 1/2 cup cream**  
\_\_\_\_\_ **2 egg**  
\_\_\_\_\_ **½ cup mini chocolate chips**

**Preheat oven to 375 degrees. In a large mixing bowl, combine flour, baking powder, salt and sugar. Mix well. Cut in butter and shortening. Stir in chocolate chips. In a separate bowl, combine cream and egg then add to dry ingredients and press together with hands. Turn dough out onto a floured surface. Knead 2-3 times just to bring it all together. Pat into a ½ inch thick circle. Cut into \_\_\_\_\_ 16 wedges and place on a parchment lined baking sheet. Bake for 15 minutes or until browned on edges.**

Title or name of food prepared: \_\_\_\_\_

Evaluations will be made on the finished product. Clean up the unit and have checked before leaving. Please have a sink of warm soapy water and real wash cloth and towel to clean as you go. All utensils and equipment must be clean and dried and placed in their proper place! Take one to the front and place on your square when finished.

Fill out evaluation on the back, (this is your lab sheet for today)

**Points Graded:**

*Follow instructions - techniques used* (25)

*1/2 the recipe correctly* (25)

*Evaluation on the finished product* (20)

*Clean up with everything in order* (20)

*Extra lab assignment* \_\_\_\_\_ (10)

**TOTAL**

**100 points**

_____	_____
<b>Student's</b>	<b>Teacher's</b>
<b>points</b>	<b>points</b>