Course Syllabus: The Edible World

When		What	How
Day 1	**Morning**	Introduction to edible world, class rules, and questionnaires	review class rules, complete questionnaires
	Mid-Morning	Lab safety	Review lab safety, "tour" of lab, administer pre-assessment
	Afternoon	Begin discussion on biological macromolecules	Virtual lab on identifying proteins, carbohydrates, and lipids in food
	Homework : 33-40, 45-50, bring candy wrapper for Tuesday's activity		
Day 2	**Morning**	Nutrition: food pyramid	Watch nutrition video; discuss food pyramid and what constitutes a serving from each group
	Mid-Morning	Continue with nutrition	Students will sample a daily food log to figure out serving amounts and decide whether minimum daily requirements were met for each food group
	Afternoon	Reading nutrition labels Thermo chemistry- energy from calories	Students will learn what a calorie is and what the recommended minimum per day caloric intake for their age; students will learn how to determine the caloric value for food eaten during the week; students will learn how to keep a food journal
	Homework : read pgs 25-32, complete food journal		
Day 3	**Morning**	Periodic Table of Elements Trace Minerals, vitamins	Class discussion on periodic table of elements
	Mid-Morning	Lab	Lab: testing juices for vitamin C
	Afternoon	Food illnesses, allergies	Computer research on nutrient, vitamin deficiencies, food allergies
	Homework : read pgs 4-12, 51-58, complete food journal		
Day 4	**Morning**	Using the senses Digestion Fiber	Lab: PTC testing and tasting without smelling
	Mid-Morning	Chemical changes; evidences for chemical changes	Lab on chemical changes
	Afternoon	Good things & waste	Students will submit a writing sample on the food digestion
	Homework : read pgs 22-24, 74-76, complete food journal, finish pamphlet		
Day 5	**Morning**	Vitamin presentations; DHMO	Students will present to classmates on their selected vitamin topic; students will learn about the importance of water
	Mid-Morning	Proteins	Students will learn about the importance of amino acids and proteins; student will learn about good bacteria and enzymes
	Afternoon	Dairy Products	Lab: testing foods for proteins
	Homework : read pgs 13-18, 67-73, complete food journal		

When		What	How
Day 6	**Morning**	Carbohydrates-simple & complex	Classifying carbohydrates. Introduce sugar as one kind of carbohydrate. Students to learn about molecular structure of both starches and sugars and how body uses one particular kind of sugar (glucose)
	Mid-Morning	Starch, cellulose	Lab: testing food for starch
	Afternoon	Computer research	Students will determine the amount of calories expended while exercising
	Homework : read assigned literature for next day's topics, complete food journal		
Day 7	**Morning**	More on Carbohydrates	Continue discussion on good carbs vs. bad carbs
	Mid-Morning	Fruits & Vegetables, organic food	Differences between fruits and vegetables; what constitutes a food as being organic
	Afternoon	Begin discussion on acids and bases	Lab: using red cabbage juice to test the pH of fruits and vegetable
	Homework : read assigned literature for next day's topics, complete food journal; students will watch and record the different types of food ads from 5:00pm-6:00pm		
Day 8	**Morning**	Properties of acids	Students will learn how to identify and acid; use of cabbage juice as an acid indicator
	Mid-Morning	Properties of bases	Students will learn how to identify a base
	Afternoon	Lab	Students will learn which antacid works best in reducing stomach acid; Antacid Lab
	Homework : read pgs 86-89, 41-44, complete food journal, bring an empty cereal box, students will watch and record the different types of food ads from 5:00pm-6:00pm		
Day 9	**Morning**	Marketing/Advertising	Discuss past two days' advertisement strategies on TV.
	Mid-Morning	Inventing your own cereal	Students will invent their own cereal based on nutrition labels, packaging
	Afternoon	Fats Cholesterol	Learn about fats and classifying fats Learn how fat is used by your body. Students to conduct an experiment to see how fat protects or insulates body parts from cold conditions
	Homework : read pgs 19-21, complete food journal		
Day 10	**Morning**	Fats Cholesterol	Continue discussion on the importance of fats
	Mid-Morning	Fats Cholesterol	Lab: testing for fats; discuss properties of lipids
	Afternoon	Fats Cholesterol	Making ice cream
	Homework : read pgs 59-66, complete food journal		

When		What	How
Day 11	**Morning**		Field trip to Whole Foods
	Mid-Morning	Keeping food fresh, disadvantages of chemical additives in food	Field trip to Whole Foods
All must wear CTY shirts	**Afternoon**	Food preservation, pasteurization	
	Homework : read assigned literature for next day's topics, complete food journal		
Day 12	**Morning**		Field trip to USDA
	Mid-Morning		Field trip to USDA
All must wear CTY shirts	**Afternoon**		Field trip to USDA Discuss Spices Project
	Homework : read assigned literature for next day's topics, complete food journal		
Day 13	**Morning**	Solution Chemistry	Saturation, supersaturated, unsaturated solutions Lab: Making Ginger Ale
	Mid-Morning	Emulsifiers, colloids	Lab: Jamming Jelly
	Afternoon	Cooking shows	Taste testing various brands of the same food item
	Homework : read pgs 81-85, complete food journal		
Day 14	**Morning**	Class evaluations, post assessment	
	Mid-Morning	Food chain	Carnivore, herbivore
	Afternoon	Lab	Lab: owl pellets
	Homework : read pages 77-80, complete food journal		
Day 15	**Morning**	Food from around the world	Lab: spices
	Mid-Morning	Unusual foods	Parent presentation