

Changes in Materials for *Food Chemistry*



Since publication of the *Food Chemistry* Teacher's Guide Second Edition, a change has been made that affects Lesson 1. The U.S. Department of Agriculture's Center for Nutrition and Policy Promotion released new food pyramid guidelines in 2005. This change requires revised instructions in the unit's Teacher's Guide.

This errata set includes the following:

- For the *Food Chemistry* Teacher's Guide Second Edition, Section 4: Unit Investigations and Blackline Masters—revised page 4

Photocopy and distribute these new instruction pages as needed.

If you have questions about these changes or about the module in general, call Carolina's product information staff at 800-227-1150 (8 am–5 pm ET, M–F), or email stc@carolina.com.

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Minerals (such as calcium, iodine, and iron) are a necessary part of all cells and body fluids and enter into many of the body's physiological and structural functions. We need vitamins in only small quantities, but they play an important role. Vitamins enable the body to metabolize other nutrients it needs to grow and remain healthy. Students will learn about some specific vitamins in the **Reading Selections** in Lesson 15.

The **Background** sections and **Reading Selections** in ensuing lessons will reiterate some of this information in greater detail, as it pertains to each lesson. References listed in Sections 7 and 8 of this guide provide more in-depth information about these topics.

Note: When students share what they know about foods, someone may mention the "four food groups" or the "food guide pyramid." These specific methods of organizing foods are no longer recognized by experts as the most up-to-date. Recent information related to this area can be found in the 2005 Dietary Guidelines for Americans produced by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. For additional information concerning food pyramid and dietary guidelines visit www.mypyramid.gov.

Materials

For each student

- 1 science notebook (looseleaf or folder with pockets)
- 1 **Record Sheet 1-A, Foods We Eat for Different Meals**

For every two students

- 1 *Food Chemistry* Student Investigations book

For the class

- 3 large sheets of newsprint or poster board and large marker

Preparation

1. Write each of the following titles on a sheet of newsprint or poster board:
 - "What We Know about Foods"
 - "Questions We Have about Foods"
2. On another sheet of newsprint or poster board, draw a class Venn diagram and title it "Foods We Eat for Different Meals" (see Figure 1-1).

Note: See Teaching Strategies in Section 2 of this guide for an explanation of Venn diagrams and some suggestions for how to use them.
3. Make one copy of **Record Sheet 1-A, Foods We Eat for Different Meals** for each student.
4. Review this lesson as it is presented in the Student Investigations book. Decide when in this lesson you want to distribute the book to students.

Procedure

1. To introduce the overall goals of the *Food Chemistry* unit to the class, help students understand that they will discuss what they know about the foods they eat and what they want to find out. Then, over the next several weeks, the class will conduct a series of investigations to identify the nutrients contained in different foods. And, students will be making a number of discoveries about how the foods they eat affect their health.