



# GEORGIA MIDDLE SCHOOL

Instructional Resources  
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

## FAMILY & CONSUMER SCIENCES

**COURSE:** Family and Consumer Sciences

**UNIT 9:** Culinary Arts

### INTRODUCTION

---

**Annotation:**

**Grade(s):**

<input type="checkbox"/>	6 <sup>th</sup>
<input checked="" type="checkbox"/>	7 <sup>th</sup>
<input type="checkbox"/>	8 <sup>th</sup>

**Time:** Eight to nine 50 minute class periods

**Author:** Kathy Gingras

**Additional Author(s):**

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

## FOCUS STANDARDS

---

### **GPS Focus Standards:**

**FACS7-FCA1**- Students will demonstrate food preparation and service knowledge and skills.

- a) Students will identify and demonstrate use of kitchen equipment and utensils.
- b) Students will demonstrate kitchen safety procedures and sanitation activities.
- c) Students will apply the dietary guidelines and [www.mypyramid.gov](http://www.mypyramid.gov).

### **GPS Academic Standards:**

**S7CS4** – Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

**M7P4** – Students will make connections among mathematical ideas and to other disciplines.

### **National / Local Standards / Industry / ISTE:**

## UNDERSTANDING & GOALS

---

**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

**Knowledge from this Unit:** Factual information.

**Skills from this Unit:** Performance.

## ASSESSMENTS

---

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing and commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):** Please list.

## LESSON PLANS

---

**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

**Lesson Plan(s):** Sequence of Instruction

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. **Assessment Activity.**

**Attachments for Learning Experiences:** Please list.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

## CULMINATING PERFORMANCE TASK

---

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.

## UNIT RESOURCES

---

### Web Resources:

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

### Materials & Equipment:

#### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		