



# GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

## FAMILY & CONSUMER SCIENCES

**COURSE:** Family and Consumer Sciences

**UNIT 9:** Culinary Arts

### INTRODUCTION

---

**Annotation:**

This unit stands alone or reviews valuable concepts that were introduced in 6<sup>th</sup> and 7<sup>th</sup> grade. These concepts include, but are not limited to kitchen safety and sanitation, time management and working cooperatively with others in a group, strategies for recipe reading, measuring techniques, the Food Guide Pyramid, kitchen tools and equipment, abbreviations and equivalents, and reading Nutrition Labels. Students engage in laboratory experiences that help them master basic food preparation skills as well as meal management. Specific recipes, activities, projects, and instructional strategies are at the teacher's discretion based on time, budget, and ability levels of the students in the class.

**Grade(s):**

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

**Time:**

Eight to nine 50 minute class periods

**Author:**

Kathy Gingras, Ed.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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

## FOCUS STANDARDS

---

### **GPS Focus Standards:**

**FACS8-FCA1:** Students will demonstrate food preparation and service knowledge and skills.

- a) Students will implement kitchen management through proper use of kitchen equipment and utensils.
- b) Students will consistently apply food safety and sanitation guidelines.
- c) Students will utilize the dietary guidelines and mypyramid.gov to develop meal plans and menus.
- d) Identify and practice the basic concepts of food production.

### **GPS Academic Standards:**

**M8P3** – Students will communicate mathematically.

**M8P4** – Students will make connections among mathematical ideas and to other disciplines.

**M8P5** – Students will represent mathematics in multiple ways.

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

## UNDERSTANDING & GOALS

---

### **Enduring Understandings:**

The ability to demonstrate proper food safety and sanitation, measuring, recipe reading, and cooking techniques and methods in the kitchen is a life-long skill that enhances independence and overall well-being.

### **Essential Questions:**

- Why is it important to identify and use tools and equipment correctly?
- Why should you plan a schedule before beginning the food preparation experience?
- Why must the highest standards of sanitation, safety, and hygiene be practiced in food preparation?
- How can the Food Pyramid guide you on how to plan healthy food choices every day?
- How can being able to read the Nutrition Facts Label help you manage your intake of food?
- What are ideal conditions that create a safe working environment for food production?

### **Knowledge from this Unit:**

- Food preparation tools and equipment have specific uses.
- Proper work habits in food preparation are necessary to health, safety, and sanitation.
- Understand time management as it relates to successful meal management and product outcome.
- Successful product outcomes depend on accurate interpretation of recipes.

### Skills from this Unit:

- Demonstrate correct kitchen safety and sanitation methods.
- Read and utilize a recipe to successfully create a finished product.
- Demonstrate proper measuring techniques.
- List and convert common abbreviations and equivalents.
- Identify and practice basic concepts of food production.
- Explain dietary guidelines and how to apply them to an individual's life.
- Utilize the dietary guidelines and mypyramid.gov to develop meal plans and menus.
- Interpret the different parts of a food label.

## ASSESSMENTS

---

### Assessment Method Type:

- ☒ 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:**

- Food Safety and Sanitation Pre/Post Test
- Kitchen Tools and Equipment Test
- Group Lab Evaluation Rubric
- Individual Participation of Food Preparation Evaluation Rubric

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

**FACS\_8-9\_Food Safety and Sanitation Pre/Post Test:** Administer the Food Safety and Sanitation Test to students at the beginning of the unit. Based on student scores, adjust teacher instructional strategies, student activities, and student products. At the end of the unit, administer the Food Safety and Sanitation Test for a summative assessment. Go to the following website for the test:

[http://www.okcareertech.org/facsed/facsed\\_files/Middle%20School%20Food%20Safety%20and%20Sanatation%20.doc](http://www.okcareertech.org/facsed/facsed_files/Middle%20School%20Food%20Safety%20and%20Sanatation%20.doc)

**Gather the Kitchen Tools and Equipment Test resources:** Administer the test by gathering at least 25 of the studied kitchen tools and equipment and covering them with a cloth so the items cannot be observed by the students before the test.

Optional: Use the attached PowerPoint **FACS\_8-9\_Quiz Kitchen Tools and Equipment** as an alternative or in addition to the above.

**Attachments for Assessment(s):**

**FACS\_8-9\_Quiz Kitchen Tools and Equipment**

**FACS\_6-9\_Group Lab Evaluation Rubric**

# LESSON PLANS

---

## • INTRODUCTION

---

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

#### **FACS8-FCA1: Students will demonstrate food preparation and service knowledge and skills.**

- a) Students will implement kitchen management through proper use of kitchen equipment and utensils.
- b) Students will consistently apply food safety and sanitation guidelines.
- c) Students will utilize the dietary guidelines and mypyramid.gov to develop meal plans and menus.
- d) Identify and practice the basic concepts of food production.

### 2. Review Essential Questions.

- Why is it important to identify and use tools and equipment correctly?
- Why should you plan a schedule before beginning the food preparation experience?
- Why must the highest standards of sanitation, safety, and hygiene be practiced in food preparation?
- How can the Food Pyramid guide you on how to plan healthy food choices every day?
- How can being able to read the Nutrition Facts Label help you manage your intake of food?
- What are ideal conditions that create a safe working environment for food production?

### 3. Identify and review the unit vocabulary.

Yield	Equivalents	Food Pyramid	Nutrition Label
Recipe	Cookware	Small Appliances	Immersible
Sanitation	Safety	Beat	Boil
Chop	Cream	Cut In	Fold
Grate	Grease	Knead	Pare
Sauté	Simmer	Stir	Toss
Whip	List of Ingredients	Time Management	Multi-Task

### 4. Assessment Activity.

**Food Safety and Sanitation Pre/Post Test**

**Kitchen Tools and Equipment Test**

**Group Lab Evaluation Rubric**

## • LESSONS

---

**Day 1:** Introduce Unit, GA FACS Standard, and unit vocabulary

**Day 2:** Identify Kitchen Tools and Utensils commonly used in FACS Food Prep Labs.

**Day 3:** Kitchen Tools and Utensils Bingo game

**Day 4:** Kitchen Equipment Tools and Equipment Test  
Explain [www.mypyramid.gov/](http://www.mypyramid.gov/) website  
Demonstrate interpreting Nutrition Label on packed foods

**Day 5:** View **Dirty Little Secrets DVD**; give tips on how to keep the kitchen safe and sanitized (Lesson Plan: <http://www.dcmp.org/guides/9094.pdf>) and students use a viewing guide or use the Cornell method of taking notes. Discuss Kitchen Safety and Sanitation. Students working in small groups will create a kitchen safety and sanitation poster which will be placed around the kitchen labs. Students will review the rules and decide among their group which rules they feel are the top five most important safety and sanitation rules/guidelines to follow in a food lab. These rules/guidelines must also include workplace safety. The posters should include artwork and illustrations.

**Day 6:** Divide students in small groups. Students are to follow the directions of the worksheet, use attachment **FACS 6-9 Practice Lab**, to gain skill in measuring correctly both dry and liquid ingredients using typical measuring utensils.

**Day 7:** Teacher Demonstration of Kool-Aid Slushy. Have three student groups prepare and serve Kool-Aid Slushies. Use the attachment **FACS 6-9 Kool Aid Slushies Recipe**. Have the non-food Lab students view “Baking Basics: Cookies” using Cornell Notes format or viewing guide from DVD lesson plan. Whole Group practice decrease and increase of a given recipe.

**Day 8:** Flip previous day’s groups

**Day 9:** Three Student Groups prepare Sugar Cookies  
Non Food Lab students input “3 Day Food Log” at computers

**Day 10:** Flip previous day’s groups

Optional- Have students write a self reflection and evaluation of their performance in the lab.

## • ATTACHMENTS FOR LESSON PLANS

---

**BAC Game**

**Kitchen Conversions**

**Health Inspector Practice Lab**

**Kool-Aid Slushies Recipe**

**Snickerdoodle Cookie Recipe**

• **NOTES & REFLECTION:**

---

Specific recipes, activities, projects, and instructional strategies are at the teacher's discretion based on time, budget, and ability levels of the students in the class.

## **CULMINATING PERFORMANCE TASK**

---

**Culminating Unit Performance Task Title:**

Snickerdoodle or Sugar Cookie Food Preparation Labs

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

Differentiation:

Students' Academic Reading Scores can be used to decide placement of students in each lab. This information is not to be shared with students; only what lab experience each student was to participate in.

Food Preparation Labs: Sugar Cookies

1. Food Lab Group One will consist of academic low achievers: Use a prepackaged unbaked snickerdoodle or sugar cookie. Students will read and follow directions on packages.
2. Food Lab Group Two will consist of midline academic achievers. They will interpret, measure, prepare, and serve a "from scratch" snickerdoodle or sugar cookie.
3. Food Lab Three will consist of high achieving academic students. They will be given a snickerdoodle or sugar cookie recipe that must be decreased by half to produce the proper yield for serving.

**Attachments for Culminating Performance Task:**

**Snickerdoodle Cookie Recipe**

**Group Lab Evaluation Rubric**

## UNIT RESOURCES

---

### Web Resources:

1. Grade 4-8 BAC Game <http://www.fightbac.org/images/pdfs/Grades4-8BACGame.pdf>
2. [www.dcmp.org](http://www.dcmp.org)
  - a. #1 Menu Math DVD (no guide available) Professional Learning for Teacher only!
  - b. Interactive Guide to What's Inside – Nutrition Food Labels CD-Rom (No guide available)
  - c. Safe and Sanitary Dishwashing DVD (Lesson Plan: <http://www.dcmp.org/guides/8885.pdf>)
  - d. Dirty Little Secrets DVD (Lesson Plan: <http://www.dcmp.org/guides/9094.pdf>)
  - e. Adventures in the Grocery Store with Chef Andrew DVD (Lesson Plan: <http://www.dcmp.org/guides/10655.pdf>)
  - f. Teenage Nutrition: Prevention of Obesity DVD (Lesson Plan: <http://www.dcmp.org/guides/3670.pdf>)
  - g. Small Appliances A to Z: Technology to the Rescue DVD (Lesson Plan: <http://www.dcmp.org/guides/10534.pdf>)
  - h. Kitchen "Fundamentals:" Common Tools DVD (Lesson Plan: <http://www.dcmp.org/guides/10531.pdf>)
  - i. Exploring Vegetarianism: A Healthy Alternative DVD (No guide available)
  - j. Cooking Basics: Meat DVD (Lesson Plan: <http://www.dcmp.org/guides/10525.pdf>)
  - k. Cooking Basics: Pizza DVD (Lesson Plan: <http://www.dcmp.org/guides/10526.pdf>)
  - l. Baking Basics: Cookies DVD (Lesson Plan: <http://www.dcmp.org/guides/10656.pdf>)
  - m. 15 Minute Noodle: Love that Pasta! Exploring the Versatility of Pasta DVD (Lesson Guide: <http://www.dcmp.org/guides/10657.pdf>)
3. <http://www.fda.gov/downloads/Food/LabelingNutrition/ConsumerInformation/UCM193083.pdf>  
Spot the Block, is the website with information and printable activities for students (ages 9 to 13) to learn about the Nutrition Facts Label and to make healthy food choices
4. <http://www.cfsan.fda.gov/~dms/flquiz1.html> Test your food label knowledge.
5. [http://www.mypyramid.gov/kids/kids\\_game.html](http://www.mypyramid.gov/kids/kids_game.html)  
My Pyramid Blastoff Game



### Materials & Equipment:

- Quantity of food for Food Labs
- Blenders
- Kitchen Tools and Equipment necessary for Kitchen Tools and Equipment Test
- Kitchen Tools and Equipment necessary for successful completion of Food Labs
- Kitchen Tools and Equipment with needed food supplies for successful completion of Practice Food Lab
- Videos/DVDs pertaining to unit topic
- Computers with Internet access
- Computers with CD-Rom Drives

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

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker