COURSE: Family and Consumer Sciences
UNIT 9: Culinary Arts

INTRODUCTION

Annotation:

This unit introduces concepts such as the use of kitchen tools and equipment; kitchen safety and sanitation; recipe reading; measuring techniques; abbreviations and equivalents; Food Guide Pyramid; and proper manners and etiquette. This unit strives to equip 6th graders with the skills and techniques to be safe and successful in basic food preparation as well as making healthy choices in eating habits.

Grade(s):

X 6th

7th

8th

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:

**FACS6-CA1:** Students will demonstrate food preparation and service knowledge and skills.

a) Identify basic kitchen equipment and utensils.

b) Identify kitchen safety procedures and sanitation techniques.

c) Demonstrate food preparation using kitchen safety and sanitation techniques.

d) Compare the dietary guidelines and www.mypyramid.gov to weekly meal plan.

GPS Academic Standards:

**S6CS2** – Students will use standard safety practices for all classroom laboratory and field investigations.

**S6CS3** – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

**M6N1d** – Add and subtract fractions and mixed numbers with unlike denominators.

**M6N1e** – Multiply and divide fractions and mixed numbers.

**M6M1** – Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.

UNDERSTANDING & GOALS

Enduring Understandings:
Students will understand:

- Following a recipe precisely and measuring correctly will impact the outcomes of the recipe.
- Using proper safety and sanitation techniques when cooking in the kitchen is extremely important.
- Following the Food Guide Pyramid will help in maintaining a healthy diet and weight throughout the lifespan.

Essential Questions:

- Why is kitchen safety and sanitation important?
- How does using proper measuring techniques and using the correct tools and equipment and using them correctly affect the finished food product?
- To what extent do following a recipe correctly, using proper measuring techniques, and using correct tools and equipment properly affect the finished product?
- What role does time management play when cooking?
- How can the Food Guide Pyramid help in making effective food choices?
- Why is it important to use proper etiquette and table manners?
Knowledge from this Unit:

Students will be able to:

- Classify safe and unsafe kitchen safety and sanitation methods.
- Identify different parts of a recipe.
- Explain proper measuring procedures.
- Interpret common abbreviations and equivalents.
- Read and write a recipe.

Skills from this Unit:

- Apply safety and sanitation techniques during lab experiences.
- Measure both liquid and dry ingredients.
- Convert recipe amounts from one measurement type to another.
- Manage time effectively when in the kitchen by staying on task and completing the food lab on time.
- Demonstrate good manners.
- Understand the purposes of the MyPyramid.
- Develop a personal meal plan using the Food Guide Pyramid.

ASSESSMENTS

Assessment Method Type:

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

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

**Attachments for Assessment(s):**
Kitchen Conversions

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**LESSON PLANS**

**Lesson Plan(s):**

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

   **FACS6-CA1:** Students will demonstrate food preparation and service knowledge and skills.
   a) Identify basic kitchen equipment and utensils.
   b) Identify kitchen safety procedures and sanitation techniques.
   c) Demonstrate food preparation using kitchen safety and sanitation techniques.
   d) Compare the dietary guidelines and www.mypyramid.gov to weekly meal plan.

2. **Review Essential Questions.**
   - Why is kitchen safety and sanitation important?
   - How does using proper measuring techniques and using the correct tools and equipment properly affect the finished food product?
   - To what extent do following a recipe correctly, using proper measuring techniques, and using correct tools and equipment properly affect the finished product?
   - What role does time management play when cooking?
   - How can the Food Guide Pyramid help in making effective food choices?
   - Why is it important to know proper etiquette and table manners?

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

<table>
<thead>
<tr>
<th>Accident</th>
<th>Baking powder</th>
<th>Baking soda</th>
<th>Beat</th>
<th>Blend</th>
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</thead>
<tbody>
<tr>
<td>Chop</td>
<td>Cooperation</td>
<td>Cream</td>
<td>Garnish</td>
<td>Fold</td>
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<tr>
<td>Multi-task</td>
<td>Peel</td>
<td>Recipe</td>
<td>Safety</td>
<td>Sanitation</td>
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<tr>
<td>Slice</td>
<td>Steam</td>
<td>Teamwork</td>
<td>Time management</td>
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</tbody>
</table>

4. **Assessment Activity.**

   Pretest and Posttest: Food Safety and Sanitation Test. Go to the following website for the test:
Incorporating Mathematics: **Kitchen Conversions** worksheet

• **LESSON 1: INTRODUCTION**

1. Introduce the unit.

2. Have the students complete the Pretest, Food Safety and Sanitation Test. Go to the following website for the test:
   

• **LESSON 2: KITCHEN SAFETY**

1. Lead a discussion with the students on the importance of kitchen safety.

2. Use the attachment **FACS_6-9_Kitchen Safety**. This PowerPoint outlines the following kitchen hazards: falls, burns, cuts, strains, shocks, poisoning and choking.

• **LESSON 3: KITCHEN TOOLS AND EQUIPMENT**

1. Show the PowerPoint attachment **FACS_6-9_Kitchen Tools and Equipment**. The PowerPoint gives pictures and names for 44 common kitchen items.

2. Have the students take notes on the PowerPoint.

3. Optional: Present the PowerPoint slides as a quiz. Use the attachment **FACS_6-9_Quiz Kitchen Tools and Equipment**.

• **LESSON 4: FOOD GUIDE PYRAMID**


2. Ask students to write a short summary about what the Food Pyramid is and its significance.

3. Summarize the most important aspects of the Food Pyramid.

• **LESSON 5: RECIPES AND KITCHEN CONVERSIONS**

1. Describe to the students how to follow a recipe. Use the attachment **FACS_6-9_Following a Recipe**.

2. Review with the students the basics of kitchen conversions.

3. Have the students complete the worksheet attachment **FACS_6-9_Kitchen Conversions**. This may be used as an assessment activity.
• **LESSON 6: QUIZ AND LAB PREPARATION**

1. Have the students complete the measuring quiz. Use the PowerPoint attachment [FACS_6-9_Measuring Quiz](#).

2. Prepare the students for the Cookie Lab that will be performed in Lesson 7.

• **LESSON 7: COOKIE LAB**

1. Students will perform a cookie lab. Use the attachment [FACS_6-9_Snickerdoodle Cookies Lab](#) or [FACS_6-9_Chocolate Chip Cookies](#) for this lab. Both attachments contain a recipe that can be used for this lab.

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

3. Review the most important parts of the cookie lab. Ex. Following the recipe exactly, temperature, and/or cook time.

• **LESSON 8: POST TEST**

1. Review the topics covered with the students in this unit.


• **ATTACHMENTS FOR LESSON PLANS**

[FACS_6-9_Chocolate Chip Cookies](#)
[FACS_6-9_Following a Recipe](#)
[FACS_6-9_Kitchen Conversions](#)
[FACS_6-9_Kitchen Safety](#)
[FACS_6-9_Kitchen Tools and Equipment](#)
[FACS_6-9_Measuring Quiz](#)
[FACS_6-9_Snickerdoodle Cookies Lab](#)

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**CULMINATING PERFORMANCE TASK**

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:
UNIT RESOURCES

Web Resources:

http://www.mypyramid.gov/
http://www.okcareertech.org/facsed/fasced_files/Middle%20School%20Food%20Safety%20and%20Sano
tation%20.doc

Attachment(s):

FACS_6-9_Chocolate Chip Cookies
FACS_6-9_Following a Recipe
FACS_6-9_Kitchen Conversions
FACS_6-9_Kitchen Safety
FACS_6-9_Kitchen Tools and Equipment
FACS_6-9_Measuring Quiz
FACS_6-9_Snickerdoodle Cookies Lab

Materials & Equipment:

- Refer to Lesson 7: Cookie Lab

What 21st Century Technology was used in this unit?

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<thead>
<tr>
<th>Sl</th>
<th>Slide Show Software</th>
<th>Graphing Software</th>
<th>Audio File(s)</th>
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<tr>
<td></td>
<td>Interactive Whiteboard</td>
<td>Calculator</td>
<td>x Graphic Organizer</td>
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<td>Student Response System</td>
<td>Desktop Publishing</td>
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<td>Animation Software</td>
<td>Wiki</td>
<td>Electronic Game or Puzzle Maker</td>
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