



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Foods Curriculum

Course Description: During the 6th Grade Foods class, students study nutritional guidelines, cooking terms, kitchen equipment, ingredient measurement, and kitchen safety. They then apply this knowledge by participating in hands-on food labs.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
45 Days	Foods	Topic 1: Nutritional Guidelines Topic 2: Kitchen Safety Topic 3: Kitchen Tools and Skills

Curriculum Revision Tracking

Fall 2018:

- Pacing change due to the shift to block scheduling for the 2019-2020 school year

Spring 2018:

Unit 1:

- Topic 2: Changed activity to include textbook research rather than interviews

Unit 1: Foods

Subject: 6th Grade Family and Consumer Science

Grade: 6

Name of Unit: Foods

Length of Unit: 45 Days

Overview of Unit: During the 6th Grade Foods Unit, students will study nutritional guidelines, cooking terms, kitchen equipment, ingredient measurement, and kitchen safety. They will then apply this knowledge by participating in hands-on food labs.

Priority Standards for unit:

- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.
- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
nutrition principles, food plans, preparation techniques and specialized dietary plans.	Evaluate	Evaluate	1
basic concepts of nutrition and nutritional therapy in a variety of settings.	Apply	Apply	3
food safety and sanitation procedures.	Demonstrate	Apply	3
professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	Demonstrate	Apply	3

Essential Questions:

1. How can one make nutritional food choices for a healthy diet?
2. Why is it important to have safety and sanitation knowledge in the kitchen?
3. How are kitchen tasks completed using kitchen tools and equipment?
4. Why is it important to understand how to measure and convert amounts of ingredients?

Enduring Understanding/Big Ideas:

1. Filling half your plate with fruits and vegetables, the other with a protein and grains along with a low-fat dairy will give you a well-balanced meal and a nutritious diet.
2. Incorrect use of kitchen tools or equipment and improper storage of food can cause injuries and illnesses.
3. Using the correct kitchen tools and equipment will complete cooking tasks in the easiest manner with the best results.
4. Understanding how to measure ingredients is essential for a successful food product.
Converting the amount of ingredients correctly keeps the ratio consistent so recipes can be adjusted successfully to meet consumer need.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Equivalents Level Solid Liquid Cup Teaspoon	Recipe Nutrition My Plate Nutritional Guidelines Empty calories Portion control Scald

Tablespoon Ounce Pound	Burn Kitchen Tools: (spatula, turner, whisk, tongs, shears, colander, sifter, sieve, dry measuring cups, liquid measuring cups, measuring spoons, casserole dish, saucepan, pot, skillet, baking sheet, pot holder, oven mitt, dish drainer, dish cloth, dish towel) Broil Microwave
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Resources for Vocabulary Development:

- Classroom Textbook:
 - Kowtaluk, H. (2001). *Discovering Food and Nutrition*. Peoria: Glencoe/McGraw-Hill.
- Nutritional Guidelines Website:
 - United States Department of Agriculture. (2016, January 7). *Choose My Plate*. Retrieved from Choose My Plate : <http://www.choosemyplate.gov/>
- Quality Tools

Topic 1: Nutritional Guidelines

Engaging Experience 1

Title: Healthy Plate Food Sort

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

Detailed Description/Instructions: After students have been provided knowledge of the current government guidelines, Choose My Plate, they will work in groups of 4-6 students to sort various foods into the correct food groups.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Plate Sort Challenge

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will compete in a class game such as Kahoot to demonstrate knowledge of the food group for various foods.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Create a Healthy Plate

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After students have been provided knowledge of the current government guidelines they will apply this knowledge by planning one day of healthy eating using online resources to find images of various foods then insert them onto a plate graphic in Google Classroom. These slides will then be shared among students in the class and classmates will evaluate plates for balance of food groups and each day for completeness.

Bloom's Levels: Evaluate

Webb's DOK: 1

Topic 2: Kitchen Safety

Engaging Experience 1

Title: Safety Sleuths

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- NSFCSE.8.2 Demonstrate food safety and sanitation procedures.

Supporting:

- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will work in groups of 4-6 to research a kitchen safety topic (fires and burns, preventing slips and falls, electrical safety, cut safety, or chemical and food poisoning). Students will use class textbook to research their assigned topic and organize the information into a multimedia presentation to present to the class (i.e. Canva, PowerPoint, Google Slides, etc.).

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Kitchen Tools and Skills

Engaging Experience 1

Title: Tools of the Trade

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Detailed Description/Instructions: Students will be introduced to the basic kitchen tools, (spatula, turner, whisk, tongs, shears, colander, sifter, sieve, dry measuring cups, liquid measuring cups, measuring spoons, casserole dish, saucepan, pot, skillet, baking sheet, pot holder, oven mitt, dish drainer, dish cloth, dish towel) they will rotate among the 5 kitchens to explore the kitchen tools and how to use them (turn over food with turner, clean a bowl with a scraper, whisk water and oil, sift flour with sifter, Level brown sugar with spatula in dry measuring cup, drain with a colander).

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Kitchen Tools Mix Up

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will use kitchen tool knowledge to sort the definitions and pictures of kitchen tools to match the correct name on a Google Classroom document. They will then have this as a review resource.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Measurements and Equivalents

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE.8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Detailed Description/Instructions: After students have been provided an introduction to basic measuring and equivalents they will practice measuring techniques using teaspoons, tablespoons, cups, liquid, dry and solid ingredients and find equivalent measures (i.e. 3 teaspoons=1 tablespoon, 16 TBSP= 1 cup, 1/4c.= 4 TBSP)

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After a teacher demonstration for each food lab, students will work in their kitchen groups to apply unit knowledge and skills to produce food products. Following each cooking scenario, students will be given time (possibly a day) to complete a reflection activity.

Monkey bread Lab: Students will create monkey bread in the microwave using canned biscuits, brown sugar, cinnamon, margarine and water.

- Nutritional Guidelines: food groups, empty calories, portion control
- Safety: microwaving, washing dishes, cleaning the kitchen
- Kitchen Tools and Skills: Tools (spatula, scraper, casserole dish, measuring spoons, dry measuring cups, liquid measuring cup, pot holder, dish drainer, dish towel, dish cloth) Measurement (dry, solid and liquid ingredients)

Cheesy Eggs: Students will use the stove and a skillet to successfully make cheesy eggs after safely cracking eggs.

- Nutritional Guidelines: food groups- protein, dairy, empty calories
- Safety: working with eggs, using the stove, washing dishes, cleaning the kitchen
- Kitchen Tools and Skills: Tools (scraper, turner, whisk, skillet, measuring spoons, dry measuring cups, liquid measuring cup, oven mitts, pot holder, dish drainer, dish towel, dish cloth) Measurement (dry, solid and liquid ingredients)

Pizza Melt Lab: Students will use the broiler to toast bread and create a pizza melt using shredded cheese, pepperoni and pizza sauce.

- Nutritional Guidelines: food groups-grains, protein, dairy, vegetables
- Safety: broiling, microwaving, washing dishes, cleaning the kitchen
- Kitchen Tools and Skills: Tools (scraper, tongs, baking sheet, measuring spoons, dry measuring cups, liquid measuring cup, oven mitts, pot holder, dish drainer, dish towel, dish cloth) Measurement (dry, solid and liquid ingredients)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Nutritional Guidelines	Healthy Plate Food Sort	After students have been provided knowledge of the current government guidelines, Choose My Plate, they will work in groups of 4-6 students to sort various foods into the correct food groups.	1 Day
Nutritional Guidelines	Plate Sort Challenge	Students will compete in a class game such as Kahoot to demonstrate knowledge of the food group for various foods.	2 Days
Nutritional Guidelines	Create a Healthy Plate	After students have been provided knowledge of the current government guidelines, they will apply this knowledge by planning one day of healthy eating using online resources to find images of various foods then insert them onto a plate graphic in Google Classroom. These slides will then be shared among students in the class and classmates will evaluate plates for balance of food groups and each day for completeness.	2 Days
Kitchen Safety	Safety Sleuths	Students will work in groups of 4-6 to research a kitchen safety topic (fires and burns, preventing slips and falls, electrical safety, cut safety, or chemical and food poisoning). Students will use class textbook to research their assigned topic and organize the information into a multimedia presentation to present to the class (i.e. Canva, PowerPoint, Google Slides, etc.).	5 Days
Kitchen Tools and Skills	Tools of the Trade	Students will be introduced to the basic kitchen tools, (spatula, turner, whisk, tongs, shears, colander, sifter, sieve, dry measuring cups, liquid measuring cups, measuring spoons, casserole dish, saucepan, pot, skillet, baking sheet, pot holder,	2 Days

		oven mitt, dish drainer, dish cloth, dish towel) they will rotate among the 5 kitchens to explore the kitchen tools and how to use them (turn over food with turner, clean a bowl with a scraper, whisk water and oil, sift flour with sifter, Level brown sugar with spatula in dry measuring cup, drain with a colander).	
Kitchen Tools and Skills	Kitchen Tools Mix Up	Students will use kitchen tool knowledge to sort the definitions and pictures of kitchen tools to match the correct name on a Google Classroom document. They will then have this as a review resource.	2 Days
Kitchen Tools and Skills	Measurements and Equivalents	After students have been provided an introduction to basic measuring and equivalents they will practice measuring techniques using teaspoons, tablespoons, cups, liquid, dry and solid ingredients and find equivalent measures (i.e. 3 teaspoons=1 tablespoon, 16 TBSP= 1 cup, 1/4c.= 4 TBSP)	3 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.