

Grade 6 Cooking: Foods

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal. - Students will demonstrate the ability to identify basic food categories, describe what a balanced meal looks like describe ways to make healthier meals, and describe the nutritional benefits of various foods. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: NASAFACS - National Association of State Administrators for Family and Consumer Sciences <u>NASAFACS 8.1</u> - Analyze career paths within the food production and food services industries. <u>NASAFACS 8.2</u> - Demonstrate food safety and sanitation procedures. <u>NASAFACS 8.3</u> - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. <u>NASAFACS 8.4</u> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. <u>NASAFACS 8.5</u> - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. <u>NASAFACS 8.6</u> - Demonstrate implementation of food service management and leadership functions. <u>NASAFACS 8.7</u> - Demonstrate the concept of internal and external customer service.	<i>Students will be able to independently use their learning to safely work and prepare recipes.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - following a recipe accurately will help ensure success. - choosing the correct equipment in the lab will help to accurately prepare food.	ESSENTIAL QUESTIONS How are math and science related to food preparation?
	Acquisition	
	<i>Students will know...</i> - that a well written recipe will increase the chance of a successful outcome. - that there are essential parts of a well written recipe. - that there are basic common kitchen utensils used in the lab. - that accurate measuring is necessary. - of career opportunities in the culinary field. vocabulary: beat, blend, cream, cut-in, dust, fold in, peel, preheat, roll out, mix, slice, yield, ingredients, amounts, directions, pan or container, time, temperature	<i>Students will be skilled at...</i> - safely using and caring for common kitchen utensils to complete a recipe. - measuring dry, solid and liquid ingredients accurately. - keeping a clean and well organized kitchen. - selecting recipes that contain all 7 essential parts of a well written recipe. - working in group to prepare recipes successfully. - pre-reading recipes and setting up the lab with needed equipment and ingredients will insure success in the food lab.
Content Area Literacy Standards		21st Century Skills
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.		- Interact Effectively with Others - Manage Goals and Time

RH.6-8.3 Identify key steps in a text's description of a process. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	• Collaborate with Others • Be Flexible
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration • 1.OA.1 Use	Mathematics Integration • 1.OA.1 Use
Technology Integration • 1.OA.1 Use	District Materials

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