

Course Title:	Family and Consumer Sciences
Grade(s):	6

Course Description
The class is taught with the CTE (Career Tech Ed) mindset, that the student might want to pursue this interest area as a college or career opportunity. The classroom is set up to flow with the high school's kitchen, university teaching kitchens, and kitchens in the foodservice industry. Students will receive an introduction to kitchen safety and sanitation, kitchen tools and equipment, mise en place and measuring. Students will move on to cooking five cooking labs, all with presentations about the products they will be cooking. Emphasis is placed on micronutrients, macronutrients, antioxidation, and how food is produced. Students will apply the introduction information along with the presentation information to create a successful product. Students will have two days of banking from an M&T guest speaker. This class meets every other day for a quarter (roughly 22 class periods).
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Intro/Class Expectations	Classroom Procedures and Routines This unit establishes clear expectations and promotes student responsibility through structured roles, including 10 jobs students can perform each class period. Students earn "PoDough" tickets as an incentive for completing their assigned jobs and "downtime duties" responsibly. Learning Targets • I can move around the room and find the labeled items used in class, independently. • I can list the expectations of the class.	2 classes

Unit 1: Kitchen Tools and Equipment	In this unit, students participate in a Kitchen Scavenger Hunt where they are given statements found in a recipe. Students move around the classroom to find these items, all of which are clearly labeled. The teacher reviews the answers with the class and facilitates discussion to check for understanding and reinforce key concepts. An assessment is administered at the end of the unit. Learning Targets • I can identify 20 kitchen tools and small appliances used in the foodservice industry and the SMS kitchen labs. • I can select, properly use, and maintain the kitchen tools and equipment used for recipes.	2-3 classes
Unit 2: Kitchen Safety and Sanitation	Students learn how to move safely within the kitchen and prevent the spread of germs and harmful bacteria. Instruction is delivered through a teacher-led presentation with guided notes to support student engagement and understanding. Student learning is evaluated through an assessment at the end of the unit. Learning Targets • I can identify basic kitchen hazards in the kitchen, and how to prevent them. • I can demonstrate practices and procedures that assure personal and workplace health and hygiene.	2-3 classes
Unit 3: Mise en Place and Measuring	In this unit, students learn how to follow a recipe and the importance of mise en place. Learning Targets • I can measure dry and wet ingredients accurately, so my baked product will be a success. • I can measure successfully for my upcoming first cooking lab. • I can explain what mise en place is, and why it's important when cooking/baking. • I can list and demonstrate the steps of mise en place. • I can demonstrate practices and procedures that assure the recipe to be successful, following mise en place. • I can apply principles of measurement and portion control.	1 class

Unit 4: Mug Cake	Students prepare their first recipe and are assessed on how well they follow a written recipe. Learning Targets • I can measure accurately by following the recipe instructions. • I can follow the steps, in order, to create a successful product.	2 classes
Unit 5: Chickpeas	Students learn about the health benefits of consuming the famous legume. Learning Targets • I can explain the nutritional benefits of consuming chickpeas/garbanzo beans. • I will learn how they are produced, and how some chickpeas are canned. • I will learn about how cans are labeled (non-gmo, organic, sodium free). • I can follow a recipe but be able to decide which spices I would like to use. • I will learn that chefs can take liberty to change the recipe's tastes and textures, but bakers use a formula to be precise.	2 classes
Unit 6: Popcorn	Students learn about the health benefits of consuming a whole grain, from the grass family. Learning Targets • I can explain the history of popcorn. • I can explain how popcorn pops. • I can explain the health benefits of purchasing kernels, preparing on the stove top, and using olive oil for topping. • I will be able to use my own seasonings to create the final product. • I can prepare a successful recipe by following the written instructions. • I can prepare popcorn in a pot and not need any other fancy kitchen tools to eat healthfully.	2 classes
Unit 7: Pancakes	Students will learn how to make a healthy pancake from scratch. Learning Targets • I can explain the function of each ingredient in the pancake recipe. • I can explain the difference between all purpose flour and whole wheat flour. • I can explain the benefit of using whole wheat flour and yogurt in the	3 classes

	chosen recipe. • I can prepare a successful pancake by following the recipe. • I can explain when to flip the pancake. • I can explain what tools are needed to prepare the pancake. • I can measure ingredients for a successful product.	
Unit 8: Banking	Students learn all parts of a check, how to create a signature, and new vocabulary such as “endorsing” and “legal line”. An M&T guest speaker will work in conjunction with the teacher. Learning Targets • I can label and identify all the parts of a check. • I can practice my signature and cursive. • I can write out two checks. • I can practice endorsing a check.	2 classes
Unit 9: Healthy Frozen Treats	To conclude the quarter, students explore the question: <i>Can we replicate the mouthfeel of ice cream without using dairy or added sugar?</i> Instruction begins with a teacher-led presentation and demonstration, followed by a hands-on student lab. Students examine a variety of frozen treats and analyze their ingredients. Learning Targets • I can use a blender and food processor safely, after the teacher demonstration. • I can describe the health benefits of bananas. • I can prepare banana ice cream. • I can prepare yogurt dots with “magic shell”. • I can explain why “magic shell” hardens on contact with the frozen yogurt bite.	4 classes