

Course Title:	Advanced FCS
Grade(s):	8

Course Description
This semester-long, every-other-day class is taught with the CTE (Career Tech Ed) mindset, with the goal 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. Currently, this course is scheduled in a double block. After each lab, students complete a reflection of their experiences to assess new knowledge. The class meets in a double block, every other day, for 1 semester (approximately 45 days).
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Introductions and Expectations	This unit establishes clear expectations and promotes student responsibility through structured roles. Learning Targets • I can understand and perform my assigned classroom job responsibilities. • I can explain and follow classroom expectations. • I can review, sign, and commit to classroom expectations and agreements. • I can participate in team-building activities to build positive relationships with my classmates.	2 classes
Unit 2: Safety and Sanitation	This unit focuses on the following standards: • 8.2 Demonstrate food safety and sanitation procedures. • 8.2.1 Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	2 classes

	Learning Targets • I can explain the basic steps of the food supply chain from production to consumption. • I can identify the agencies that monitor and regulate the food supply chain. • I can describe common foodborne pathogens, illnesses, and outbreaks and explain how they affect public health. • I can explain the purpose of food recalls and investigate a food recall through a research project.	
Unit 3: Tools and Equipment	This unit focuses on the following standard: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. Learning Targets • I can identify and correctly use tool terminology. • I can recognize and describe the functions of major and small appliances.	2 classes
Unit 4: Following Recipe/Parts of a Recipe/Mise en place	In this unit, students successfully produce a biscuit by following the recipe and measuring ingredients accurately. Students will also complete all duties on the duty chart and work as a team to create a successful product. Learning Targets • I can identify and explain the different parts of a recipe. • I can demonstrate my understanding of recipe components through a presentation and assessment. • I can review and apply the principles of <i>mise en place</i> when preparing food. • I can use knowledge from previous units to successfully complete a food preparation lab. • I can explain the expectations outlined in the lab rubric. • I can identify and carry out my responsibilities on the lab duty sheet. • I can analyze a recipe and explain how to make Cheddar Bay Biscuits from scratch. • I can apply proper food preparation techniques to successfully prepare cheese biscuits in a lab setting.	3 classes

Unit 5: First lab/Seasonal Lab	In this unit, students demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. Students will explain the health benefits of a seasonal food product. Learning Targets • I can explain the benefits of eating seasonal and locally grown foods. • I can identify seasonal foods, such as apples and pumpkins, and describe how they are used in recipes. • I can complete a lab using seasonal ingredients while demonstrating proper food preparation and safety techniques.	3 classes
Unit 6: Knives/Tomatoes	In this unit, students label the parts of a chef's knife, identify other knives used in the kitchen, and practice various knife cuts. They compare and contrast salsa and bruschetta and prepare one or both with their teams. Learning Targets • I can identify and demonstrate proper knife safety and handling techniques. • I can take guided notes and explain key knife skills and terminology from a presentation and demonstration. • I can use proper knife skills to prepare fresh dips and vegetable platters (<i>crudités</i>). • I can compare and contrast salsa and bruschetta using a Venn Diagram. • I can analyze recipes and identify the ingredients and preparation methods used for salsa and bruschetta. • I can apply proper knife skills and food safety practices while preparing salsa and bruschetta in a lab.	4 classes
Unit 7: Soups/Community Involvement	In this unit, students prepare chicken soup using all the new knowledge acquired (knife techniques, types of cuts, handling chicken, proper choice of herbs, teamwork, Mise en Place, and following directions). Fall Semester: "Is Chicken Soup Really Good for the Soul?" Working in teams, students will select and prepare a chicken soup recipe, then	10 classes

	create a presentation explaining the ingredients and their nutritional benefits. The project culminates in a tasting and presentation event where judges from the school and central office evaluate the soups and presentations and vote on their favorites. Spring Semester: “What are the categories of soups?” Students will apply culinary skills by preparing soups and other menu items for school and community events, such as parent conferences. Through hands-on experiences, students will strengthen their knife skills while preparing soups, crudités, cookies, and cheddar biscuits. Emphasis is placed on teamwork, food preparation techniques, presentation, and serving others through community engagement. Learning Target: • I can collaborate with my kitchen team to execute a recipe with precision, ensuring consistent quality and professional visual appeal for a community event.	
Unit 7: Cookies	Students will explore cookie methods and the science behind baking while working in teams to design and construct a prototype food truck. Using STEM concepts, students will develop a business plan, calculate costs, and create their food truck model. Through food science investigations, students will test and refine cookie recipes before producing a final product. The unit culminates in a presentation and tasting event where school staff and administrators provide feedback on both the food truck concepts and cookie products. Learning Target • I can explain and demonstrate different cookie mixing methods and work collaboratively to apply these techniques while planning a mini cookie “food truck” concept for a school-wide tasting event.	10 classes
Unit 8: Resume Building	In this unit, students will demystify the professional world by translating their current activities into a formal resume. Through an interactive presentation and	5 classes

	workshop-style sessions, students will identify the core components of a resume—including contact information, education, skills, and experience. The focus is on growth and maintenance; students will learn that a resume is a "living document" that grows as they do. By the end of the unit, students will have a foundational draft designed to capture their middle school achievements and a roadmap for what to add as they transition into high school. Core Learning Target: • I can identify and define the essential parts of a professional resume and explain why starting one early is an advantage for my future. Supporting Learning Targets: • I can translate personal experiences (e.g., sports, babysitting, gaming clubs, or volunteering) into professional "Skill" and "Experience" descriptions. • I can apply professional formatting to a document to ensure it is organized and easy for an employer or admissions officer to read. • I can evaluate my current activities to identify "gaps" and set one goal for a new skill or experience I want to add to my resume by next year.	
Unit 9: Cultural Cuisine (Final)	Students will explore “what is culture?” and how food is identified with one’s culture. Learning Targets: • I can explore the relationship between culture and cuisine by researching a specific culture, preparing a traditional dish within a \$15 budget, and effectively presenting my results. • I can demonstrate effective time management, budgeting, and culinary skills by planning and executing a cultural cooking lab that results in a professionally plated product.	4 classes
Standing Lesson: Plating Principles	This lesson challenges students to act as food stylists, applying professional plating principles and visual composition to transform everyday snack foods into	1 class

	gourmet-style presentations that meet industry standards for food photography. Learning Targets: • I can apply the principles of plate composition—including balance, color, and height—to transform a mass-produced snack into a gourmet-style dessert. • I can perform the role of a food stylist by using garnishes and plating techniques to enhance the visual appeal of a product for professional photography.	
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