

# Cooking: 7th Grade Foods

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>● <i>Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.</i></li> <li>● <i>Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.</i></li> <li>● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>● <i>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.</i></li> <li>● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul> <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>NASAFACS 8.1</u></a> - Analyze career paths within the food production and food service industries.</li> <li>● <a href="#"><u>NASAFACS 8.2</u></a> - Demonstrate food safety and sanitation procedures.</li> <li>● <a href="#"><u>NASAFACS 8.3</u></a> - Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</li> <li>● <a href="#"><u>NASAFACS 8.4</u></a> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs</li> <li>● <a href="#"><u>NASAFACS 8.5</u></a> - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</li> </ul>	<p><i>Students will be able to independently use their learning to be an educated and independent consumers.</i></p>	
<b>Meaning</b>		
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● choosing healthy foods will lead to wellness</li> <li>● following a recipe accurately will help ensure success.</li> <li>● choosing the correct equipment in the lab will help to accurately prepare food.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What if there were no recipes to follow?</li> <li>● What is the secret to successful baking?</li> </ul>	
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that there are 6 basic baking ingredients that work together to create different products.</li> <li>● that there ways to make healthy changes to a recipe.</li> <li>● that choosing a well written recipe will increase the chance of a successful outcome.</li> <li>● that it is important to read and follow the essential parts of a well written recipe.</li> <li>● that there are all 7 essential parts of a well written recipe.</li> <li>● that there are basic common kitchen utensils used in the lab.</li> <li>● that accurate measuring is necessary to a successful outcome.</li> <li>● that students will know of career opportunities in the culinary field.</li> </ul> <p><u>vocabulary:</u> flour, sugar, eggs, liquids, flavoring agents, roll out, bake, peel, core, slice, cut in, cream,</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● managing time in the kitchen.</li> <li>● safely and properly using and caring for common kitchen utensils to complete a recipe.</li> <li>● measuring dry, solid and liquid ingredients accurately.</li> <li>● keeping a clean and well organized kitchen.</li> <li>● selecting recipes that contain all essential parts.</li> <li>● working in group to prepare recipes successfully.</li> <li>● pre-reading recipes and setting up the lab with needed equipment and ingredients.</li> <li>● writing a work plan.</li> </ul>	

	beat, blend, knead, bloom, leavening agent, fold, dissolve, grease, yield, gluten, dough, batter	
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RH.6-8.3 Identify key steps in a text's description of a process.</p> <p>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>.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>		<ul style="list-style-type: none"> <li>● Solve Problems</li> <li>● Communicate Clearly</li> <li>● Collaborate with Others</li> <li>● Be Self-directed Learners</li> </ul>

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<b>Language Arts Integration</b>	<b>Mathematics Integration</b>
<ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul>	<ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul>
<b>Technology Integration</b>	<b>District Materials</b>
<ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul>	

--	--