

Curriculum Map: Teen Life
Meadville Area Middle School
Family Consumer Science Department

Course Description: This nine-week course is an introductory course in Family and Consumer Sciences for seventh grade students. Students will learn various life skills that include the following: kitchen and food safety, sanitation, reading and interpreting recipes, measuring techniques, how to grow vegetables, and proper use of kitchen utensils and appliances. Students will also learn the basics of food preparation and its relationship with good nutrition. Students will participate in the preparation of food items using cooperative learning. All course activities will emphasize safety and teamwork in an interactive environment.

<u>Unit Title:</u>	Teamwork in Life Skills
<u>Time (Days/Weeks/Month):</u>	5 days: September/November/February/April
<u>Essential Questions:</u>	How can you work as a team to complete a task? What makes an effective team leader?
<u>Connections:</u>	Science
<u>Resources:</u>	Habits of mind worksheet Various challenges: Team hula hoop challenge, Team cup challenge, Team hat challenge Four Levels of Cooking worksheet Epicurious 4 levels videos
<u>Big Idea:</u>	Teamwork is a necessary skill in preparing food. Setting goals can help guide teamwork.

Content	Skills	Vocabulary	Assessment	Standards
Identify traits that make a good leader Work in a group to complete a team challenge Set individual and group learning goals around cooking in the kitchen	Discuss leadership during the process of drafting teams in class (done three times a quarter). Discuss the four values necessary to leadership in teen life (responsibility, respect, rigor, and safety) Identify the qualities of an effective team and the qualities of an ineffective team during the team challenge Describe what success will look like in the kitchen. Identify a personal goal using the “Four Levels of Cooking” worksheet	Leadership, habits, rigor, responsibility, respect, safety	Team challenges Cooking labs	11.2.6: Classify the components of effective teamwork and leadership. 11.2.6.A Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods. (team challenges, dish washing relay) 11.2.9.C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family 11.2.9.H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.

Unit Title:

Kitchen Safety

Time (Days/Weeks/Month):

6 days: September/November/February/April

Essential Questions:

What actions can be taken to prevent and reduce kitchen accidents? How can you work as a team to complete a task?

Connections:

Science (knife as a wedge)

Resources:

Kitchen Safety Powerpoint
Kitchen Safety Guided Notes
Kitchen Safety Poster Rubric
Kitchen & Food Safety Test
Knife safety worksheet and lab
Cooking labs

Big Idea:

Kitchen safety is important when preparing food to prevent accidental injury.

Competency	Skills	Vocabulary	Assessment	Standards
1. Students will be able to identify and understand why safety practices should be followed when working in the kitchen.	Discuss the kitchen safety rules, procedures and preventions through classroom discussion and guided notes.	Flammable, hazard, conduct	Kitchen safety test	5.5.3: Demonstrate safe procedures in the use, care, and storage of equipment
2. List ways to prevent safety hazards while working in the kitchens.	Apply the knowledge of kitchen safety rules, procedures and preventions through class worksheet		Kitchen safety poster	8.3.5: Demonstrate procedures for safe and secure storage of equipment and tools.
3. Demonstrate appropriate procedures in the	Create a kitchen safety poster demonstrating a kitchen safety rule, procedure, or prevention.		Cooking labs	8.5.1: Demonstrate skills in safe handling of knives, tools, and equipment
	Outline best practices for using a knife after watching a demonstration and conducting online research			11.3.6: Analyze basic food preparation techniques and food-handling procedures.

<p>kitchen to prevent accidental injury.</p> <p>4. Research and list techniques for proper knife handling</p> <p>5. Demonstrate proper knife handling techniques</p>	<p>Participate in a teacher-guided practice of proper knife handling techniques</p>			
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Unit Title:

Food Safety

Time (Days/Weeks/Month):

3 days: September/November/February/April

Essential Questions:

What actions can a person take to handle food safely?
Why must some foods be cooked before eating?
What conditions increase the risk of food-borne illnesses?
Why is cross-contamination a hazard?

Connections:

Science

Resources:

Food Safety Power Point
Food Safety Guided Notes
Kitchen & Food Safety Test
Dishwashing relay

Big Idea:

Proper food contamination and hygiene techniques should be used when handling food

Competency	Skills	Vocabulary	Assessment	Standards
<ol style="list-style-type: none">1. Demonstrate correct procedures for handwashing, avoiding germ transfer and storing food to prevent spoilage.2. Identify food-borne illnesses and describe factors that contribute to food borne illness.3. Describe conditions & practices that promote safe food	<ol style="list-style-type: none">1. Discuss the food safety rules, procedures and preventions through classroom discussion and guided notes.2. Apply the knowledge of food safety rules, procedures and preventions through dishwashing relay3. Actively participate in food preparation	Foodborne illness, food safety, danger zone	<p>Food safety test</p> <p>Food safety poster</p> <p>Cooking labs</p> <p>Dishwashing relay</p>	<p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of preventions.</p> <p>8.2.5 Practice good personal hygiene/health procedures</p> <p>8.2.6 Demonstrate proper receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p>

<p>handling, including the four steps to food safety.</p> <p>4. Demonstrate proper food handling procedures and explain basic food preparation techniques.</p> <p>5. Identify ways to prevent food contamination.</p>				<p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>11.3.3.B Describe personal hygiene techniques in food handling.</p> <p>11.3.9.B Identify the cause, effect and prevention of microbial contamination.</p>
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Unit Title:

Measurements and Equivalents

Time (Days/Weeks/Month):

6 days: September/November/February/April

Essential Questions:

Why is it important to learn units of measure and their relationships when preparing food?
Why is it important to master basic food preparation techniques, such as measuring, cutting, mixing and cooking when preparing food?
Why is accurately measuring an ingredient important when preparing a recipe?
How does accurate measuring affect the success of the recipe?

Connections:

Math

Resources:

Measuring Video Clips (Manfreed and All recipes)
Measuring stations
Measuring practice worksheet with pumpkin muffins

Big Idea:

Accurate measuring and preparing ingredients correctly yields consistent results when preparing food.

Competency	Skills	Vocabulary	Assessment	Standards
1. Identify the different types of measuring tools.	1. Watch the video clip on accurately measuring while taking notes and having a classroom discussion.	Dry measuring cups Liquid measuring cups Measuring spoons Dry/solid ingredients Liquid ingredients Packed ingredients Equivalent Chef's knife Pinch grip	Cookie dough cooking lab Stations practice assessment Measuring notes	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 11.3.6. F Analyze basic food preparation techniques and food-handling procedures. 2.1.3.B Use whole numbers and fractions to represent quantities. 2.3.3.E Determine the appropriate unit of measure. 2.3.11.A Select and use appropriate units and tools to measure to the degree of
2. Demonstrate correct measurement technique for various ingredients in a recipe.	2. Complete measuring worksheets that practice identifying the correct abbreviations and measuring tools for the recipe.			
3. Identify units of measure and their abbreviations commonly used in recipes.	3. Practice measuring accurately using potting soil to practice			

<p>4. Convert units of measure into corresponding equivalents.</p> <p>5. Recognize the importance of correct measurement in a recipe.</p>	<p>4. Practice measuring accurately during the various cooking labs throughout the course</p>			<p>accuracy required in particular measurement situations.</p>
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Unit Title:

Creating Dishes: Reading Recipes and Flavoring Food

Time (Days/Weeks/Month):

10 days: September/November/February/April

Essential Questions:

Why are recipes written in different formats? How can I follow them correctly?
What are the main parts of a recipe and what do they mean?
What are spices and herbs? Where do they come from

Connections:

Social studies: Colombian exchange

Resources:

Reading recipe video and notes
Recipe writing practice with recipe TikTok
Popcorn lab
Recipe review and cookbooks
Spice investigation powerpoint

Big Idea:

Accurately following a recipe requires an understanding of the basic parts of a recipe.
Spices and herbs are used in certain combinations and measurements to flavor our food.

Competency	Skills	Vocabulary	Assessment	Standards
<ol style="list-style-type: none">1. Identify the main parts of a recipe2. Research the origin of herbs and spices3. Understand how the history of colonization led to the movement of foods around the globe4. Know the difference between an herb and a spice and how to use them	<ol style="list-style-type: none">1. Be able to accurately read and follow a recipe2. Write a recipe with all parts included and accurate measurements3. Choose and properly measure spices for a dish	Colombian exchange, spices, herbs, hidden instructions,	<p>Spice research worksheet</p> <p>Popcorn lab</p> <p>Recipe reading practice</p> <p>Cooking labs (sushi, popcorn)</p>	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>2.3.3.E Determine the appropriate unit of measure.</p> <p>2.3.11.A Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p> <p>11.3.6.F</p>

				<p>Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.1.6 Justify the decision to use or not use resources based on scarcity.</p> <p>11.3.6 Analyze factors that affect food choices.</p> <p>11.3.6.A</p> <p>Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated)</p>
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Unit Title:

Food Choices

Time (Days/Weeks/Month):

3 days: September/November/February/April

Essential Questions:

What are the pros and cons of using food from local farmers?

What are the pros and cons of using food from farmers in other countries?

How is food moved across long distances?

Connections:

Science

Resources:

Global versus Local discussion

MARC Garden visits

Cooking with seasonal foods and Seasonal recipe (Smoothie)

Big Idea:

Accurate measuring yields consistent results when preparing food.

Competency	Skills	Vocabulary	Assessment	Standards
Students will be able to define a food system	Analyze the costs and benefits of different food systems	Local food, global food, processing, greenhouse gasses	Local and Global food evaluation	11.1.6 Justify the decision to use or not use resources based on scarcity.
Students will understand the difference between a global food system and a local one	Name herbs and spices found in the MARC garden		Design a garden final project	11.3.6 Analyze factors that affect food choices.
Students will know the steps involved in moving from seed to plate	Name herbs and spices used commonly in American cuisine			11.3.6.A Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated). 11.3.9.A Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

Unit Title:

MyPlate

Time (Days/Weeks/Month):

7 days: September/November/February/April

Essential Questions:

Why is it important to be aware of your eating habits?
What types of food does the body need?
What are the characteristics of a well-balanced daily menu?
Why is it important to eat a variety of different foods?

Connections:

Science, health

Resources:

Sugar investigation
Pasta lab
Breakfast lab
Eat a rainbow activity

Big Idea:

Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.

Competency	Skills	Vocabulary	Assessment	Standards
1. Identify the food groups based on MyPlate guidelines.	Determine if a meal fits the dietary guidelines set by MyPlate Choose a breakfast menu that will keep you full through the morning	Grain Vegetable Fruit Dairy Protein Whole grain Refined grain	Cooking labs Sugar label reading Breakfast game	11.3.6.C Analyze factors that effect food choices 11.3.6.D Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid 11.3.9.D Analyze relationship between diet and disease and risk factors 14.3.1 Apply current dietary guidelines in planning to meet nutrient and wellness needs.
2. Explain the importance of eating a variety of foods from each food group.	Analyze the sugar contents in a food item and determine if it is below or above recommended daily sugar intake			
3. Analyze food choices based on the MyPlate guidelines.	Prepare healthy food items (smoothie and breakfast) and explain why they are healthy			

<p>4. Explain the relationship between good nutrition, health and disease.</p> <p>5. Create a breakfast, lunch, and dinner menu based on the MyPlate guidelines.</p>				
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